

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Program Name: Hospitality Management

Institution Name: South Seattle Community College, Seattle Community College District

Degree Granting Unit: Office of Instruction
(e.g. College of Arts & Sciences)

Degree: B.A.S Hospitality Management Level: Bachelor Type: Management
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Major: Hospitality Management CIP Code: 52.0901
(e.g. Chemistry)

Minor: N/A
(if required for major)

Concentration(s): _____
(if applicable)

Proposed Start Date: Fall 2007

Projected Enrollment (FTE) in Year One: 22 FTES At Full Enrollment by Year: Fall 2008 ; 44 FTES
#FTE #FTE

Proposed New Funding: \$138,600 planning (2006-07);
\$100,000 startup & equipment
(2006-07); \$6,300 state funding
per FTE plus \$4,100 tuition

Funding Source: ☒ State FTE ☐ Self Support ☐ Other

Mode of Delivery / Locations

☒ Single Campus Delivery South Seattle Community College
(enter location)

☐ Off-site _____
(enter location (s))

☒ Distance Learning Online, hybrid instruction; interactive television
(enter formats)

Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.

Flexible Scheduling


- ☐ Evening Classes
☐ Weekend Classes
☐ Other (describe)

Attendance Options

☒ Full-time
☒ Part-time
Total Credits 90 ☒ Quarter ☐ Semester

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May 19, 2006

Endorsement by Chief Academic Officer
Jill Wakefield, Ed.D.
President

Date

TABLE OF CONTENTS

Summary	5
Expected Outcomes	6
Relationship to Institutional Role, Mission, Program Priorities.....	7
South Seattle Community College Mission	7
College-Wide Priorities	7
Role of the College	8
Ensuring Access for Diverse Students	9
Providing a Career Ladder	9
Documentation of Need for Program	10
Hospitality Industry Demand.....	10
Local Employer Demand for Skilled Hospitality Industry Managers.....	14
Community Demand.....	17
Student Demand.....	18
Support of the Statewide Strategic Master Plan for Higher Education	20
Goal 1: Increase Opportunities for Students to Earn Degrees.....	20
Goal 2: Respond to the State's Economic Needs.....	20
Reducing Barriers for Non-traditional Students	21
Relationship to Other Institutions	22
Curriculum	24
Proposed Curriculum	24
Level of Rigor and Knowledge Above the Applied Associate Degree.....	25
Master's Degree Programs.....	25
Articulation Agreements Underway	25
Credit for Prior Learning	26
Components at the Associate Degree Level.....	26
Program Selection and Admissions Process	26
Components at the Baccalaureate Degree Level.....	27
Curriculum Design.....	28
General Education Overview	30
BAS Technical Curriculum Development	31
Technical Outcomes	31
BAS Curriculum Overview.....	31
South Seattle Community College Program Approval Process	33
Infrastructure Requirements.....	36
Faculty.....	38
Anticipated Sources, Education and Experience	39
Administration.....	41
Administrative Staff Requirements.....	41
Students	42
High College Diversity	42
Program Selection and Admissions Process	42
Efforts to Assure that the Degree Program Serves a Diverse Population	43
Articulation Offers Opportunity for Students from Nearby Colleges	43
Student Services.....	44

Accreditation	48
Program Assessment	49
Assessment in Professional-Technical Programs.....	49
Assessment of the Bachelor's Degree Program	49
Student Assessment.....	50
Assessment of Student Achievement.....	50
Budget	51
Budget Notes	53
External Evaluation of Proposal.....	55
Summary response to Dr. Riegel's evaluation:	55
Summary response to Mr. Mayburry's evaluation.....	56

SUMMARY

In 2005 the Washington State Legislature authorized Washington's community and technical colleges to offer bachelor's of applied science (BAS) degrees in specific, high-demand technical fields (E2SHB 1794, C258 L05). As one of four community colleges selected by the Washington State Board for Community and Technical Colleges to offer a BAS degree, South Seattle Community College proposes to offer a BAS degree in Hospitality Management.

The program goals are to:

- 1) Remove roadblocks preventing students holding technical associate of arts degrees (such as the AAS-T degree in Culinary Arts or Business Information Technology) from using those credits to complete a bachelor's degree;
- 2) Increase opportunities for students and incumbent hospitality industry workers in South's service area to attain management-level responsibilities and earn higher lifelong wages through baccalaureate-level training and education;
- 3) Serve the region's highly diverse population, building on South's demonstrated success in offering outstanding education and economic opportunity to students of color, English as a Second Language/English Language Learner (ESL/ELL) students and students who are first in their families to attend college;
- 4) Address significant unmet industry demand for skilled and diverse hospitality management personnel in the Seattle-King County metropolitan area and in Washington State;
- 5) Contribute to the attainment of state higher education and regional economic development goals in one of Washington's leading high-growth industry sectors.

The BAS in Hospitality Management at South Seattle Community College will prepare students for management, marketing and human resource positions in all facets of the hospitality industry, including tourism, hotel operation, restaurant management, catering, cruise ships, casino operations and travel. The degree will also serve emerging hospitality fields such as the growing number of assisted and independent living facilities in the Puget Sound region catering to the rising population of retirees and the elderly. The program is unique in its focus to provide applied management training to underrepresented students in the region's largest hospitality industry.

With this program, South Seattle Community College will fill an important higher education niche in Washington State. The only other similar bachelor's degree program, at Washington State University in Pullman, is approximately 300 miles from Seattle. The Hospitality Business Management Program at WSU is experiencing increasing demand for students, which set a record seat count request in the Fall of 2005 of over 1,000 students. Students at WSU interview with approximately 5.7 companies and typically receive multiple job offers prior to graduation. Nearly all (95%) of the students have job offers before graduation.

The proposed BAS in Hospitality Management curriculum at South Seattle Community College addresses three general areas: upper level general education coursework, management courses tailored to the hospitality industry (accounting, finance, supervision, economics, marketing, and cost control), and an industry-specific work experience internship (formulated to be a capstone course that is a bridge to employment upon graduation). The management coursework as well as the internship will emphasize the practical application of theory in a hospitality management environment. The majority of this curriculum will be delivered in a direct instructional environment, with distance learning and internship opportunities.

Expected Outcomes

Student Outcomes

- Achieve a program enrollment of 22 FTES in the first incoming class and a total of 44 FTES by the second program year (junior and senior classes combined).
- Achieve a completion rate of 80 percent.
- Achieve a six-month post-graduation placement rate of 90 percent.
- Establish career ladders for underserved placebound students in South's highly diverse service area that lead to management-level positions in high-demand, high-wage hospitality industry occupations.
- Provide career development pathways for incumbent hospitality industry workers seeking career advancement through increased skill development and educational attainment.
- By the end of Year Two, develop a minimum of ten industry sites that offer students hospitality industry management internships to enhance applied skills development and provide job exploration opportunities.

Employer Outcomes

- Provide regional employers a total of 22 or more skilled interns per year.
- Provide statewide employers a total of 22 or more skilled graduates annually who are eligible for hiring in management positions.
- Provide regional employers with the opportunity to shape and guide the education and career development of future management employees.
- Support statewide and regional policy and economic objectives to support tourism and hospitality industry economic development.
- Support hospitality industry objectives to increase the diversity of management-level personnel.

Regional and State Economic Outcomes

- Increase economic benefits for Washington State by providing a new educational pathway for diverse and underserved students.
- Support statewide economic development initiatives in tourism and international trade.
- Contribute to the continued growth and vitality of the hospitality and tourism industry with a highly educated workforce and responsive education and training system.

State Higher Education Outcomes

- Contribute to the increasing opportunities for students to earn applied baccalaureate degrees in high-demand occupational fields.
- Respond to the state's economic development priorities, particularly in addressing economic development objectives in tourism and hospitality management.
- Reduce barriers for non-traditional students to access higher education opportunities.

RELATIONSHIP TO INSTITUTIONAL ROLE, MISSION, PROGRAM PRIORITIES

Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities.

The BAS degree in Hospitality Management is a strong fit with South's Seattle Community College's mission, role and program priorities. The following sections address the college's mission, college-wide priorities, the college's role in the community, and how the college ensures access and diversity.

South Seattle Community College Mission

South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work. The College values and promotes a close involvement with the community and strong partnerships with business, labor and industry. The college commits to meeting the diverse needs of students by providing:

- College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

College-Wide Priorities

1. Promote student learning and success.

- Invest in new program development
- Invest in transition of ESL/ELL students to college-level courses
- Support programs and services that serve our diverse student population
- Invest in strategies for increased retention, completion, graduation and transfer rates, enabling students to reach their goals
- Further develop recruitment and marketing strategies to increase visibility of our programs and services
- Assess our community's needs in order to develop a long-term vision for programs and services.

2. Ensure the financial health of the college.

- Provide adequate funding to ensure the sustainability of our program offerings
- Increase percentage of tuition-paying programs
- Develop alternative sources of income
- Build adequate college reserve fund
- Increase financial accountability at department levels
- Evaluate low demand programs for revision or elimination
- Further develop strategies to create community partnerships
- Assess opportunities to ensure long term fiscal stability for the college.

Role of the College

As one campus of a three-college district that serves the highly urban Seattle area, South Seattle Community College provides classes to approximately 15,000 students a year. South Seattle Community College is known for excellence, innovation and strong community partnerships.

The college's most recent five-year accreditation report provided the College five "commendations" in the areas of commitment to mission, institutional effectiveness and outcomes assessment, community partnerships, commitment to diversity, and outstanding new facilities at our Duwamish branch campus. The report included no "recommendations" for areas of improvement.

South is well-placed to provide baccalaureate-level education to those who need it most. Reflecting national trends, Seattle's workforce is becoming more diverse and the racial and ethnic groups that are the least educated are the fastest growing.¹ In south King County, minority populations have increased in number over the last decade at a faster rate than the general population. In the White Center neighborhood, 48 foreign languages are spoken in the public schools. At Evergreen High School, 50 percent of students speak a language other than English at home. This unprecedented wave of immigrants and refugees has greatly increased the demand for ESL programs and services at South. The number of South's students whose primary language is not English (35 languages in all) more than doubled in the two years from 2001 to 2003, increasing from 13 percent to 28 percent. Students enrolled in ESL classes made up 33 percent of South's student body in 2003, and 19 percent were classified as immigrants or refugees.

The composition of South's student body reflects local demographics. The proportion of South's students that are members of ethnic minorities, 47 percent, makes South one of the most diverse community colleges in Washington State. Nearly 50 percent of South's students are first-generation college students; 36 percent are low-income, and five percent are disabled. Over 90 percent of incoming students who took placement tests in 2003 demonstrated academic need in math, over 50 percent in English and nearly 50 percent in ESL.

The college has made it a priority to achieve excellence in its ability to serve its diverse population, and out efforts have led to success, especially in the realm of completion and retention. South Seattle Community College has the highest proportion of students of color (50.9%) who graduate with degrees or certificates in Washington State.

Improving the retention of African American students is a priority; the retention rate for this population in the 2004-2005 academic year was 63 percent, up from 43 percent in 2003-2004. The college has made outstanding progress in other areas of retention as well, with substantial recent increases in the numbers of general education and ESL students progressing to credit-bearing college programs.

South is strongly engaged with surrounding community and business institutions, and is a leader in regional initiatives associated with education, community improvement and economic development. For example, the college is the convener of the Puget Sound Industrial Excellence Center, an institution that provides extensive educational and training services for businesses, serves as a small business incubator, and teaches individuals entrepreneurship skills.

The college's connections with industry and the community are especially relevant to the proposed BAS degree in Hospitality Management. The institution is poised to draw on its many relationships and its

¹ The National Center for Public Policy and Higher Education, *Policy Alert: Income of U.S. Workforce Projected to Decline if Education Doesn't Improve*, retrieved online at: http://www.highereducation.org/reports/pa_decline/index.shtml

reputation for success to build broad industry and community engagement in support of the BAS degree program. We expect corporate financial sponsorships, internship opportunities and jobs for the graduates, as evidenced by the following corporate and community leadership commitments:

- 41 community and industry leaders actively participate in the BAS advisory committee;
- 13 industry executives participated in structured interviews;
- 48 community and industry leaders submitted formal letters of endorsement;
- Eight colleges and universities are entering into articulation agreements in support of the BAS in Hospitality Management.

Ensuring Access for Diverse Students

A hospitality management degree is a particularly appropriate choice for a college that serves a diverse population. The hospitality industry is known as a field that offers fewer barriers to persons of color and those whose first language is not English. Hospitality executives that participated in structured interviews stressed that skills such as a second language and an international perspective are positive workplace attributes that could very well work to the advantage of diverse students.

As described in the Seattle Community Colleges *2005-2010 Strategic Plan*, nearly 17 percent of Seattle's population was born abroad and close to 100 different first languages are spoken in area homes. By 2009, Seattle and King County will become more diverse. With a projected increase of 12 percent, persons of color are expected to increase at twice the rate of the general population.

The BAS in Hospitality Management degree is targeted at students who might not otherwise have the opportunity to attend a four-year college. Barriers to a four-year education are common to place-bound community college students. Community college students frequently have jobs that provide limited flexibility for educational advancement, and they may face family circumstances or transportation challenges that limit their educational options. These factors create a unique need for this program in King County, an urban metropolitan area that serves the majority of Washington State's hospitality industry needs.

Providing a Career Ladder

Another unique characteristic of the hospitality industry documented in the industry focus groups and structured interviews is that the complete career ladder is available to qualified employees. Workers can start out as a housekeeper and end up as the senior executive in the business. The so-called "glass-ceiling," so common in other industries for women, minorities and employees who start out in non-management positions, is much less prevalent in the hospitality industry. As one hospitality executive stated:

"This is an industry where the complete career ladder is there. You can go from server to floor manager, general manager, and then into larger organizations. Therefore you can progress from a customer-facing staff person into high level leadership if the education, experience and skills are there."

Capitalizing on this opportunity, South's proposed BAS in Hospitality Management will provide pathways for non-traditional students to succeed in the hospitality industry, with strong prospects for high wage, high-demand jobs. For students interested in further career advancement, the college has developed agreements with universities that will allow students completing the Hospitality Management degree to go on to a Master's degree in Business Administration (MBA).

DOCUMENTATION OF NEED FOR PROGRAM

Describe the relationship of the program to the regional and statewide needs assessment for higher education, including student, employer, and community demand for the program. An institution may also provide objective data, studies, or the results of institutional needs assessments conducted to document a special need that is not identified in the regional and statewide needs assessment.

South's proposed degree in Hospitality Management will serve the following industry sectors established by the North American Industry Classification System (NAICS): arts, entertainment and recreation, food services and drinking places, and hotels and other accommodations.² These sectors are growing locally, regionally, statewide and nationally, with increasing needs for highly trained managers.

The proposal describes employer and student demand for the hospitality management degree using the following quantitative and qualitative data sources:

- *2005 State and Regional Needs Assessment* prepared by the Higher Education Coordinating Board
- Data analyses from the *Spring 2005 Job Vacancy Survey* prepared by the Washington State Employment Security Department
- *Local Area Demand-Decline Occupations* list prepared by Seattle-King County Workforce Development Council
- *Seattle-King County Occupational Outlook 2002-2012* prepared by the Washington State Employment Security Department
- *Industry data* from the U.S. Census Bureau
- *Survey data of 173 culinary program students* enrolled at the Seattle Community Colleges and Renton Technical College prepared and administered by the Seattle Community Colleges
- *Online survey of more than 441 prospective South Seattle Community College students* to determine potential interest in baccalaureate degree program offerings at South Seattle Community College
- *Survey of 48 hotel managers and staff* prepared by the Seattle Community Colleges and administered through Seattle's Convention and Visitors Bureau
- *Qualitative data* derived from 13 structured interviews with hospitality management leaders and five focus groups conducted with community leaders and industry experts
- *Other supporting research*, including literature review, hospitality industry economic analyses and other secondary data sources.

The following sections describe hospitality industry demand, local employer demand for skilled hospitality industry managers, community demand, and student demand.

Hospitality Industry Demand

The BAS degree in Hospitality Management will serve the following industries: arts, entertainment and recreation, food services and drinking places, and hotels and other accommodations.³ These sectors

² The North American Industry Classification System (NAICS) has replaced the U.S. Standard Industrial Classification (SIC) system. The hospitality industry includes NAICS 71, 721, and 722. Additional information on NAICS available online at <http://www.census.gov/epcd/www/naics.html>

³ The North American Industry Classification System (NAICS) has replaced the U.S. Standard Industrial Classification (SIC) system. The hospitality industry includes NAICS 71, 721, and 722. Additional information on NAICS available online at: <http://www.census.gov/epcd/www/naics.html>

represent growing industries nationally, statewide, regionally and locally, with increasing needs for trained workers in management who possess postsecondary skills and training.

Underscoring the importance of the hospitality industry to Washington State's economy, on November 17, 2005 Governor Christine Gregoire addressed the first Governor's Tourism Summit in Seattle, designating tourism as a target industry for statewide economic development in 2006 and beyond. Tourism is a significant component of the hospitality industry.

South Seattle Community College accumulated primary and secondary evidence from multiple sources demonstrating that hospitality management supervisors and managers are increasingly required to hold baccalaureate degrees or equivalent skills to be successful. Primary research that South conducted in support of this proposal, as well as supporting literature and occupational demand data, demonstrates strong demand for the higher level baccalaureate training in hospitality management.

Occupational projections provided by the Washington State Employment Security division do not separate management occupations specific to these industries. However, as shown in Table 1, there are a substantial number of management-level positions. There are approximately 127,000 hospitality industry employees in the Seattle-Bellevue-Everett metropolitan area. The U.S. Bureau of Labor Statistics estimates that management-level positions range from six to nine percent of the workforce, depending on the hospitality industry sub-sector. Using these estimates produces a projected total of approximately 7,700 management-level positions. Since the industry is expanding rapidly nationally, regionally and locally, hospitality management positions will likely remain in high demand, as evidenced in Employment Security Department job vacancy survey data.

Based on the Spring 2005 Job Vacancy Survey results prepared by the Washington State Employment Security Department, many occupations that require a bachelor's degree or are a career ladder to upper management in hospitality are in demand in Seattle-King County, including but not limited to the following occupations:

- First-line supervisors/Managers of Food Preparation and Serving Workers
- First-line Supervisors/Managers of Office and Administrative Support Workers
- General and Operations Managers
- Meeting and Convention Planners.

Table 1. Hospitality Management Positions

Seattle-Bellevue-Everett			
Industry Subsector	Total Industry Subsector Positions	Management Positions (Estimated % of total positions)	Total Management Level Positions
Arts, Entertainment and Recreation	24,500	6%	1,470
Hotels and Other Accommodations	13,600	9% ¹	1,224
Food Services and Drinking Places	89,500	6% ²	5,012
TOTAL	127,600	6%	7,706

¹Includes management, business and financial occupations, top executives, food service managers, lodging managers and meeting and convention planners.

²Includes management, business, and financial occupations, top executives, and food service managers.

Source: Washington State Employment Security Department, data retrieved May 3, 2006 online at: http://www.workforceexplorer.com/admin/uploadedPublications/1889_industry_current.xls; U.S. Bureau of Labor Statistics, U.S. Department of Labor, *U.S. Department of Labor's Career Guide to Industries 2006-2007*.

National occupational data provide further confirmation of what the industry experts told us, namely that baccalaureate level training is an increasing requirement for supervisory and management positions for those with two-year degrees. The U.S. Department of Labor's Career Guide to Industries 2006-2007⁴ indicates strong demand for postsecondary training in all three hospitality management subsectors. Hotels and other accommodations require that first-level managers have the following attributes:

"...good communication skills, a solid educational background, tact, loyalty, and a capacity to endure hard work and long hours...more recently, lodging chains have been hiring persons with four-year college degrees in the liberal arts or other fields and starting them in trainee or junior management positions."

The *Career Guide to Industries* notes that, in the hospitality industry subsector of arts, entertainment and recreation:

"Entry-level supervisory or professional jobs in recreation sometimes require completion of a 2-year associate degree in parks and recreation at a junior college. Completing a 4-year bachelor's degree in this field is necessary for high-level supervisory positions."

In food services and drinking places, the third hospitality management sector, the *Career Guide to Industries* states:

"Completion of postsecondary training is increasingly important for advancement in the food services and drinking places industry. Whether it is in the form of a bachelor's degree or as specialized training in culinary arts or hospitality management, completion of such programs

⁴ The *Career Guide to Industries* (2006-07) edition is online at: <http://www.bls.gov/oco/cg/cg1009.htm>

demonstrates both the maturity and motivation required for work in a hectic fast-paced industry.”

Hospitality management career prospects in these industry sectors will likely remain strong for several reasons:⁵

- *Hotels and other accommodations*—long-term growth for both business and recreational travel.
- *Arts, entertainment and recreation*—growing public interest in art, cruises, outdoor sports, fitness, and recreational opportunities.
- *Food services and drinking places*—demand for more meals outside the home and time-saving food options.

Several factors are driving the demand for advanced hospitality management skills training in the Seattle Community Colleges service area:

- Increased demand for higher education enrollments
- Increasing job skill demand
- Increasing travel and tourism to Washington State as a destination and as a portal to Alaska and the Pacific Rim
- The long term strength of tourism and travel in Washington state
- Rising industry skill requirements.

Increased demand for higher education enrollments

Seattle, King County, Puget Sound and the state are expected to see continuing population growth. Based on current participation rates and the Higher Education Coordinating Board's *2005 State and Regional Needs Assessment*, between 2004 and 2011 lower-division enrollments are projected to increase by over 3,500 FTES. According to the needs assessment, King County is home to one-third of the state's workforce. Between 1990 and 2000 South King County's population grew 20 percent, one of the fastest growth rates in the state.

In addition, King County's population is projected to continue growing rapidly over the next ten years. The Office of Financial Management (OFM) recently revised its population projections upward to account for resurging economic growth in Washington State that is attracting higher levels of in-migration from other states. Given the continued population growth in King County, growing numbers of residents will need baccalaureate level education in high demand fields.

Increasing job skill demand for highly skilled workers

The current economic recovery is seeing rising job demand for skilled workers. Many service sector occupations, including those in hospitality management, increasingly require postsecondary skills. The Washington Workforce Training and Education Coordinating Board has documented this trend in its analyses and recent publications (see, *Workforce Training Results 2004*) and numerous observers, including the Washington State Board for Community and Technical Colleges and the Higher Education Coordinating Board, have documented the strong correlation of progressively higher education with higher wages and employment.

⁵ “Industries and jobs: What's hot, what's not?,” *Career Opportunity News* (January/February 2005), 22(4):3.

Increasing travel and tourism to Washington State as a destination and as a portal to Alaska and the Pacific Rim

The travel industry has seen strong and relatively stable growth and generates a comparatively high number of entry-level and small business ownership opportunities in relation to other industries. Travel and tourism in King County was stable for the past several years but grew in 2004 and is expected to continue growing in 2005. The Washington State Department of Community, Trade and Economic Development identified tourism—a major component of the hospitality industry—for statewide economic development.⁶

Long-term strength of travel and tourism in Washington State

Travel and tourism in Washington State generates some of the highest industry revenues, following aerospace, software and agriculture. In Seattle and King County, more than 8.5 million visitors spent \$3.7 billion in 2004, generating 57,000 jobs and \$333 million in state and local tax revenues. Statewide, traveler spending exceeded \$11 billion, supported 140,000 tourism-related jobs, and generated \$617 million in state travel tax revenues and \$221 million in local travel taxes.⁷

Other factors

Other factors favoring hospitality industry growth in the Seattle-King County metropolitan region include luxury cruise ship industry growth, Sea-Tac airport growth and visitor attractions. For instance, in 2005 the Seattle Homeport saw a record in cruise ship business, and another record year is projected for 2006.

Local Employer Demand for Skilled Hospitality Industry Managers

Local employer demand for skilled hospitality industry managers in Seattle-King County is evident in job vacancy survey data prepared by the Washington State Employment Security Department and supporting employer survey data.

Occupational Outlook 2002-2012

The proposed hospitality degree is in high demand statewide and in King County by state and local hospitality industry employers. The *Seattle-King County Occupational Outlook 2002-2012* describes the educational requirements for jobs as “little preparation,” “short preparation,” “middle-level preparation,” or “long preparation.” Long preparation is defined as four years or more of academic work, bachelor’s degree or higher and potentially additional work experience. Many jobs in the hospitality industry do not require formal education beyond high school and the industry is characterized by low-paying, temporary or seasonal positions.

However, higher education is an increasing pre-requisite for career advancement into hospitality management positions. Jobs requiring higher skill levels in leisure and hospitality include:

- Hotel general and residential managers
- Executive housekeepers
- Front office managers
- Convention and event planners

⁶ Washington State Department of Community, Trade and Economic Development, *Washington State Tourism Strategic Direction: A Blueprint for Our Future*; online at:
http://www.experiencewashington.com/images/pdf/TSP_FinalStrategicBlueprint1204.pdf

⁷ *Seattle’s Convention and Visitors Bureau, 2005 Marketing Plan*; Washington State Department of Community, Trade and Economic Development; *The Economic Significance of the Washington State Travel Industry* (November 2004) (Prepared by Dean Runyan Associates).

- Casino managers
- Restaurant managers.

Job Vacancy Survey and High Demand Occupations

According to the Employment Security Department, many positions throughout the hospitality industry are in high demand. Based on the Spring 2005 Job Vacancy Survey (JVS), Employment Security staff⁸ identified the total number of hospitality management job vacancies in Washington State and in King County (NAICS 71, 721 and 722). The JVS data clearly demonstrate high demand for many hospitality sector openings in King County and statewide vacancies in hospitality management. The survey identified more than 8,000 vacancies in the hospitality industry statewide. A total of 2,583 vacancies were in King County (32% of total statewide vacancies were in King County). Of the hospitality job openings in King County, 90% of the vacancies were in jobs classified by Employment Security as high demand. Table 2 shows related management and supervisory positions currently in demand in the hospitality industry.

The job vacancy survey analysis is supported by the Seattle-King County Workforce Development Council's Local Area Demand-Decline Occupations list which shows a wide range of hospitality industry occupations—many of which lead to management-level positions—as being in high demand. As noted previously in Table 1, there are currently approximately 7,700 estimated positions in hospitality management are in the Seattle-Bellevue-Everett area.

Incumbent Worker Demand

To assess incumbent worker demand, South Seattle Community College conducted an online survey of hotel employees with the assistance of Seattle's Convention and Visitors Bureau. The hospitality management employee survey was designed by the college and administered during October of 2005 by Seattle's Convention and Visitors Bureau to approximately 150 hotel general managers in King County, Washington. Hotel general managers were asked to survey employees for potential interest and request that they respond to an online (web-based) survey. A total of 52 employees responded to the online survey. This response rate was considered "outstanding" by Seattle's Convention and Visitors Bureau staff and is consistent with survey research conducted by Dr. Nancy Swanger of Washington State University.

⁸ Dave Wallace, Labor Market and Economic Analysis Branch, Washington State Employment Security Department, personal communication, October 27, 2005.

**Table 2. Projected Occupational Outlook in Selected High Demand Management Positions
Seattle-King County, 2002-2012**

<i>Standard Occupational Classification (SOC)</i>			<i>Projected Employment, Seattle-King County</i>					
SOC Code	SOC Title	Educational Level	Average Annual Wage (March 2005)	2002	2007	2012	Average Annual Total Openings 2002-2007	Average Annual Total Openings 2007-2012
112021	Marketing Managers	Bachelor's or higher degree, plus work experience	\$123,645	1,982	2,153	2,374	72	85
112022	Sales Managers	Bachelor's or higher degree, plus work experience	\$106,631	3,013	3,140	3,359	82	104
119199	Managers, All Other	-	\$92,773	6,564	7,097	7,525	239	227
351012	First-Line Supervisors/Managers of Food Preparation and Serving Workers	Work experience in a related occupation	\$39,533	5,436	5,861	6,158	218	201
431011	First-Line Supervisors/Managers of Office and Administrative Support Workers	Work experience in a related occupation	\$53,901	11,150	11,656	12,443	345	414

Source: Employment Security Department

Survey results indicate strong industry demand for hospitality management skills training. The respondents included managers, directors, and supervisors in multiple occupational areas associated with hotel management, including general management, sales, catering, food and beverage, security, housekeeping, communications, and horticulture. The majority (65 percent) of the respondents indicated that they would be interested in a bachelor's degree in hospitality management. Similar to students, the most highly rated reason for interest in the degree on the part of current industry employees was opportunity for advancement in their current or desired field.

A total of 26 respondents (50 percent of all respondents) said they would be likely or very likely to undertake the degree program if it were offered at South. Among respondents, 58 percent were owner/operators or manager/supervisors, and 48 percent had six or more years of experience in the hospitality industry.

Consistent with BAS program objectives to serve diverse students, the survey respondents were highly diverse; 96 percent of the respondents reported a race or ethnicity other than white. Additional survey analysis data are online at <http://www.seattlecolleges.edu/hospitality/>.

Changing Industry Skill Requirements

South consulted with industry executives concerning changing industry skill requirements that support the higher educational requirements proposed in this degree offering. Industry executives also indicated a strong need for diverse and underserved students who can meet higher skill requirements needed to succeed in hospitality management positions, students that South has traditionally served.

Between July and November, 2005, South held four focus groups, engaging hospitality and tourism experts from industry, government, and academia including the members of the advisory committee. The participants in these sessions were unanimous in their belief that there is a strong need for the proposed program in Western Washington due to increasing skill requirements that the proposed curriculum addresses. Detailed information about the focus groups and the information they provided is available at www.seattlecolleges.edu/hospitality.

South also conducted structured interviews with 13 hospitality industry executives to assess industry skill requirements. The interview analysis identified several themes underscoring the need for advanced skills in hospitality management. According to respondents, the hospitality industry (including all its individual sectors) has undergone rapid change. Information technology and accounting are areas of particularly rapid transformation. Hospitality managers require increasing training in accounting software tools to track inventories and control costs, for instance. Communication skills are also increasingly needed as communication media proliferate and clear writing and verbal communication skills become increasingly essential for success. As one respondent stated:

“It used to be that these were just transition jobs, but no longer. The expectation is that people are in a career and that is what is happening. Also, there is an overall increase in educational levels across the board.”

Additional information about the structured interview analysis and responses is available at www.seattlecolleges.edu/hospitality.

Washington State University's experience with their hospitality business management B.A. program provides additional confirmation of employer and enrollment demand. According to Kevin Bennett, Academic Advisor in the WSU Program, 94% of last year's graduating class had job offers upon graduation. WSU's program experienced a record number of applications for entry in the fall of 2005, over 1,000.⁹ The program accepts new students three times a year and accepts only 100 new students at a time (for a total of only 300 per year). Total enrollment counting both juniors and seniors is usually about 450 students.

Community Demand

Evidence for community demand is provided by the structured interviews with leaders in hospitality management and focus groups. The consensus from the structured interviews and focus groups is that there is strong need in the community for a hospitality management bachelor's degree at South Seattle Community College. Reasons cited for this demand include South Seattle Community College's close proximity to major hospitality industry employers, access to a strong and diverse labor pool, and the college's demonstrated experience in developing and administering culinary arts programs.

⁹ Personal communications, February 16 and 22, 2006.

Student Demand

Student demand for the BAS degree program in Hospitality Management in the South Seattle Community College service area is supported by the high demand in South's culinary arts programs and other related programs, current enrollment waiting lists and student survey data.

The culinary program enrollment at South Seattle Community College is currently nearly 225 FTES. In the 2004-05 academic year, 70 students graduated with associate degrees in culinary programs from the Seattle Community College District and 13 received degrees in Business Information Technology. In addition, 105 students received certificates in culinary arts, which may generate additional interest in the BAS degree pathway should it become available. Additional data regarding completions is available at www.seattlecolleges.edu/hospitality. There is a waiting list for new enrollments at both South Seattle Community College's and Seattle Central Community College's AAS Culinary Arts programs and both programs are currently at capacity.

Other related programs in the state are also likely to generate enrollment demand. South's recently launched wine studies program offers degrees and certificates in winemaking, food and wine pairing, and wine marketing. In the fall of 2005 the program had a total of 23 FTES enrolled; it is expected to grow considerably in the future.

Prospective interest in the degree program will likely extend to other colleges and programs within the Seattle Community College District. With more than 50,000 students enrolled annually, the Seattle Community Colleges are the second largest higher education institution in Washington. The District also has Business Information Technology and culinary programs that will tie into the South Seattle Community College BAS degree. The Business Information Technology program at South Seattle Community College currently has an enrollment of nearly 100 FTES.

With 83 AAS graduates annually in the Seattle Community College programs, and assuming that 25 percent of the District's culinary program and Business Information Technology graduates enroll in the hospitality management BAS degree program, the program would achieve full enrollment of 22 junior-year students in its first year of operation. This estimate does not include graduates from other culinary arts programs with articulation agreements, other prospective students, or incumbent workers. Continuing demand for the program is consequently likely to be strong and exceed the 22 allocated FTES.

To further verify enrollment demand estimates, we conducted surveys of more than 600 potential students including students currently studying the culinary arts at our college and other affiliated colleges in the area. We made very clear that the proposed bachelor's degree was a degree in hospitality business management, not merely a degree in food service. In one of several student surveys, a class of students currently enrolled in South's Pastry and Baking Arts program was surveyed for prospective participation in the proposed Hospitality Management Program. Once again, we made very clear that we were discussing a bachelor's degree program in hospitality management and not food service operations. Not only did a significant percent of those surveyed indicate their interest in enrollment, 13 students in the program asked the College to establish a waiting list and have offered to make a financial deposit to hold a slot.

To additionally assess current and projected student demand for a BAS degree program in Hospitality Management, South surveyed 173 students enrolled in Culinary Arts programs at South Seattle Community College, Seattle Central Community College, North Seattle Community College and Renton Technical College in Fall 2005. Of those who responded to the question, "Would you be interested in enrolling in a Hospitality Management baccalaureate degree program?," 121 (71 percent) indicated yes. When asked, "How likely would you be to undertake a bachelor's degree program in Hospitality

Management at South Seattle Community College?,” a total of 80 students (46 percent of those responding) indicated that they would be “Very Likely” or “Somewhat Likely” to enroll if such a program were offered at South. Opportunity for advancement and higher wages were the most frequently cited reasons for student interest in the proposed program. More detailed information about the culinary arts survey results is available at www.seattlecolleges.edu/hospitality.

An ongoing survey at South was used to assess prospective students’ interest in completing a bachelor’s degree at South and to capture preferences for various program offerings. Provided to viewers of South’s website for the past seven months, the survey further demonstrates the enthusiasm of placebound students and community residents for the degree program. Of the 441 respondents, 87.8 percent expressed that they were “Very Interested” in completing a bachelor’s degree at South Seattle Community College. Six percent (31 respondents) expressed an interest specifically in Hotel and Restaurant Management and 29.6 percent (152 respondents) expressed in interest in Business/Accounting and Business/Administration. More than 83 percent of the respondents reported being “Very Interested” in enrolling within the next 12 months. The website survey and supporting quotes from respondents are available at www.seattlecolleges.edu/hospitality.

Finally, during the first half of May, 2006, South conducted a series of three marketing focus groups with potential future students in the program, including students currently enrolled in the Culinary Arts program, students currently enrolled in the Business Information Technology Program, and incumbent workers in the hospitality industry. Although intended to help form the basis of a marketing and recruitment plan for the degree program, the groups also provided information relevant to enrollment demand. Focus group participants were uniform in their belief that there would be strong demand for enrollment in the program. Participants pointed to a number of factors that would be attractive about taking a degree in hospitality management at South Seattle Community College:

- Location in Seattle, a famous tourism city with many hotels and restaurants
- Job opportunity – employers want their managers to have college degrees – the industry is high-growth, with many openings
- South’s reputation in academics and in culinary arts
- Small classes and opportunity to get to know the instructors
- Convenience – students could work while studying for their degree
- Potential international exposure with opportunities to work abroad.

A marketing and recruitment plan for the degree program is currently under development and is slated for completion by June 2006. It will be implemented after the proposed degree receives approval by the HECB and candidacy status from the Northwest Commission on Colleges and Universities (NWCCU).

SUPPORT OF THE STATEWIDE STRATEGIC MASTER PLAN FOR HIGHER EDUCATION

Describe how the program will support HECB policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.

As described in the HECB *Program and Facility Approval Policies and Procedures*, the HECB approves applied baccalaureate degree programs offered by Washington community and technical colleges, as approved by the Legislature. House Bill 1794 (E2SHB 1794, C258 L05), authorizes a pilot college to develop curriculum, and design and deliver courses leading to an applied baccalaureate degree.

Designed to build upon an Associate of Applied Science degree (AAS-T), South's proposed BAS in Hospitality Management supports several policies and goals for higher education as articulated in the *Strategic Master Plan for Higher Education*, as described below.

Goal 1: Increase Opportunities for Students to Earn Degrees

South's proposed BAS degree will increase opportunities for students to earn degrees in a high-demand industry. With an estimated 7,700 hospitality management positions in the Seattle-Bellevue-Everett area, the degree program will provide a pathway for students to succeed in a high-demand industry that pays competitive wages for those with the necessary skills and training.

The communities comprising South's service area are in great need of additional baccalaureate-level education. For example, in the White Center neighborhood, 13 percent of residents hold a bachelor's or higher degree versus 40 percent for King County as a whole.

Goal 2: Respond to the State's Economic Needs

South Seattle Community College conducted extensive research to identify employer demand. One area of hospitality management—tourism—has been identified by Governor Christine Gregoire as a strategic economic development area. Compared to other industries during the past recession, the travel industry has seen strong and relatively stable growth and generates a relatively high number of entry-level and small business ownership opportunities.

In King County the number of visitors, overall spending, and visitor-generated employment increased in the last three years. Travel and tourism in Washington State generates some of the highest industry revenues, following aerospace, software and agriculture. In Seattle and King County, more than 8.7 million visitors spent almost \$4 billion in 2004, generating more than 59,000 jobs and \$342 million in state and local tax revenues.

Other factors favoring hospitality industry growth in the Seattle-King County metropolitan region include luxury cruise ship industry growth, Sea-Tac airport growth and visitor attractions. In 2004 and 2005 the Seattle Homeport saw a 50 percent growth in cruise business, and another record year is projected for 2006. In 1999, the port hosted just six cruise ship visits. This year, the Port of Seattle expects to see over 170 cruise ship port calls and more than 700,000 passengers.

Consequently, demand for skilled managers in the hospitality industry is currently strong and projected to continue as the industry expands its operations in western Washington and the Pacific Northwest.

Reducing Barriers for Non-traditional Students

As the HECB stated in the *2004 Strategic Master Plan for Higher Education*:

“Washington’s higher education system works well for traditional students...It works less well for “non-traditional” students, although the community and technical colleges, in particular, have made significant advancements in programs and services during the past decade.”
(page 45)

As this proposal demonstrates, South Seattle Community College is one of the state’s premier community colleges in addressing the needs of non-traditional students: unemployed adult workers who need retraining in order to get back to work; students of all ages for whom English is a second language; students of color; and full-time workers desiring to attend college part-time. In particular, South Seattle Community College has been recognized by the Washington State Board for Community and Technical Colleges as one of the leading institutions in pairing English as a second language (ESL)/adult basic education (ABE) instructors and professional-technical instructors in the classroom to concurrently provide students with literacy education and workforce skills.¹⁰ Given South’s role in serving a highly diverse community, we are confident that South is well-positioned to advance the Higher Education Coordinating Board’s strategic goals and policies to reduce barriers for non-traditional students.

¹⁰ Washington State Board for Community and Technical Colleges, *I-BEST: A Program integrating adult basic education and workforce training* (December, 2005). Research Report No. 05-2.

RELATIONSHIP TO OTHER INSTITUTIONS

Reference the HECB Academic Degree Program and Facility Inventory and identify similar programs offered by public or independent institutions in the region. Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion of an existing program would be desirable or necessary. Describe options for collaboration with other institutions, businesses, and/or community organizations considered in the development of the proposal.

The proposed BAS degree in Hospitality Management at South fills a gap in options available for students since it is not offered by a public four-year institution of higher education in South's geographic area. No public baccalaureate institution offers similar degrees serving the graduates of relevant applied associate degree programs in the region (broader than the college's service area) or state.

The proposed BAS in Hospitality Management is unique in Washington State; the only similar bachelor's degree program in Washington is at Washington State University (WSU) in Pullman, approximately 300 miles from Seattle. However, unlike the proposed bachelor's of applied science degree at South, WSU's degree is a traditional academic bachelor's degree. Students who have technical certificates or degrees from the community and technical college systems would not be eligible to transfer their credits and enroll as juniors in the WSU program.

Washington State University supports the proposed degree at South and has agreed to serve as a mentor university to help implement the Hospitality Management Program. WSU has participated in multiple forums and meetings designed to help South develop a high quality BAS degree program in Hospitality Management. In addition, WSU, as indicated in their letter of support, will assist in curriculum development activities as well as other processes involved with this program to ensure a successful launch. Moreover, South Seattle Community College and Washington State University plan to co-develop and co-teach four classes in the program. These five-credit online classes will form a key part of the core curriculum.

The University of Washington and The Evergreen State College are also supporting this program and have provided letters of support. Letters of support from Washington State University, University of Washington and Evergreen are attached to this proposal; other letters are available online at www.seattlecolleges.edu/hospitality.

Central Washington University (CWU) will be offering a BAS program in Food Service Management at Highline Community College. The program, recently approved by the Higher Education Coordinating Board, will focus on food service management and food production, one industry sub-sector in the hospitality industry.

South's proposed BAS degree program in hospitality management differs from CWU's program in Food Service Management in several important aspects. As the proposed curriculum demonstrates, South's focus is on hospitality business management. In contrast to CWU's specific degree in food service management, South's proposed degree in hospitality management will emphasize management and leadership. It will address the broader business skill sets and educational requirements for success in a variety of leadership positions such as hotel manager, executive housekeeper, front office manager, convention and event planner, casino manager, marketing manager, food and beverage manager across several hospitality management industry sectors. These sectors include hotels, cruise ship operations, hotels, arts and entertainment, tourist venues and other accommodations. The two programs will

complement each other, providing potential students with different choices and complementary areas of emphasis.

Other similar programs outside the state of Washington that we have reviewed in developing our program include Lewis-Clark State College in Lewiston, Idaho, and Metropolitan State University in Minnesota.

Lewis-Clark State College, located in Lewiston, Idaho, offers a BAS degree in Hospitality Management (Hotel/Restaurant Management). “The Hospitality Management degree is designed to provide students with a broad skill set of competencies in the hospitality industry. The degree combines professional-technical education in hotel/restaurant management with academic management and upper-division discipline courses in the business division. Students will have the opportunity to gain occupational competencies through internships...”¹¹ We do not consider this program a competitor as it is over 300 miles away and in a different region. Professor Tom Mayburry is the director for this program and has evaluated South Seattle Community College’s proposal (attached). We believe additional collaboration with Lewis-Cark State College will benefit both programs. We have discussed activities such as faculty visits and shared curricula.

Metropolitan State University, located in Minneapolis, Minnesota, offers a Bachelor of Applied Science in Hospitality. This degree also builds from AAS degrees and has a general education requirement of 40 semester-credits which equals the 60 quarter-credit general education requirement we are proposing. This degree is has similar business requirements and is slightly more focused on the marketing and tourism aspect of hospitality management. We believe the new faculty hired at South Seattle Community College should consider visiting Metropolitan State University to identify best practices and incorporate them into our program. We do not anticipate any competition with this program at Metropolitan State.

The curriculum section addresses additional pathways for students to other institutions and articulation agreements underway.

¹¹ Lewis-Clark web site, retrieved April 23, 2006.

CURRICULUM

Describe credit-hour requirements for the program, requirements for admission and degree completion, including prerequisite coursework and other special requirements. Describe the program plan for articulation with two-year college degree programs, including identification of major-ready pathways, if applicable (for bachelor's degree programs). Indicate when the program would be offered (day/evening/weekend), where the program would be offered (campus location(s) and/or distance learning), and the delivery mechanism (in-person classroom, online, other distance).

This section addresses the program credit requirements including general education courses and technical courses, admissions requirements and articulation with Associate of Applied Science-Transfer (AAS-T) programs. Program delivery processes and procedures are also described.

The proposed hospitality management degree curriculum is responsive to industry demand:

...Industry professionals expect the hospitality programs to train well-rounded managers by developing curriculums that teach the fundamental theories and principles of hospitality operation and management. They also expect hospitality program graduates to have well-established leadership skills, communication skills and good ethics.¹²

South will provide an outstanding curriculum in Hospitality Management that will prepare students for successful careers in management, marketing, finance and human resource positions serving all facets of the hospitality industry, including hotels, cruise ships, meeting arts and entertainment facilities, tourist venues, restaurants and other accommodations. The curriculum will also provide the learning basis for management success in emerging hospitality fields such as the growing number of assisted and independent living facilities in the Puget Sound region catering to the rising population of retirees and the elderly. The program will be unique in its focus to provide applied management training to underrepresented students in the region's largest hospitality industry.

South's baccalaureate curriculum will represent a level of rigor and knowledge above the level of the related applied associate degree. The curriculum and instruction will compare favorably with instruction at four-year public colleges and universities in the State of Washington, and is designed to meet or exceed the NWCCU accreditation standards. Described below is both the technical curriculum for the BAS and the general education component of the bachelor's degree, including both the portion expected from the applied associate degree level and the portions at the upper division level.

Proposed Curriculum

The proposed technical curriculum is based on the learning content, standards and rigor associated with the leading national hospitality and hotel management programs¹³ as well as the extensive local and regional industry guidance received to from the advisory committee, focus groups, structured interviews and a technical outcomes workshop. The draft curriculum will be further refined based on further consultation with industry and academic experts and in order to comply with the accreditation requirements.

¹² Gursoy, D. and Swanger, N. (2005), "An Industry-Driven Model of Hospitality Curriculum for Programs Housed in Accredited Colleges of Business, Part II," *Journal of Hospitality & Tourism Education*, 17(2): 46.

¹³ Ibid.

Level of Rigor and Knowledge Above the Applied Associate Degree

The curriculum planning process will result in the delivery of coursework in the Junior and Senior year at a higher level than the existing associate degrees. This coursework will support the development of critical thinking and analysis as well as evaluation skills, increasing the depth and breadth of the skills and knowledge gained in the current associate degree course of study. A critical emphasis in every class will be on developing outstanding communication skills. Students will be required to write research papers and make oral presentations. Instructors will provide appropriate instructional content, assessment and feedback all along the way. As a result, as students' skill in these areas increases, the level of challenge associated with their communications assignments will increase as well.

Pathways for Students

Students entering the program will be expected to have the equivalent of an AAS-T degree in either culinary arts or business. We considered whether other AAS-T degree pathways – such as degrees in automotive, aviation and so forth – might offer appropriate preparation for the BAS in Hospitality Management, and concluded that students completing these degrees would not be adequately prepared.

In support of the BAS degree in Hospitality Management, South Seattle Community College has developed pathway partnerships with four major school districts, eight community and technical colleges (including other colleges in the Seattle Community College district) and two state universities. These partnerships will provide a pathway for students to enter the program from multiple sources and serve as a next step for BAS program completers seeking postgraduate pathways.

Articulation will be established among all culinary arts and business information technology offerings at the Seattle Community Colleges. This articulation will be extended to the BAS degree program in Hospitality Management, once approved.

In addition to articulation development with programs within the Seattle Community College District, the BAS degree program in Hospitality Management will be articulated with related programs offered by other community and technical colleges in the region. South is currently developing partnerships with Renton Technical College, Highline Community College, Lake Washington Technical College, Clover Park Technical College, Edmonds Community College, and Bates Technical College. Representatives from Highline Community College participated on the advisory committee. Letters confirming these articulation plans are online at www.seattlecolleges.edu/hospitality.

Articulation among community and technical colleges will also be supplemented by the expansion of existing Tech-Prep agreements with Highline Public Schools and Seattle Public Schools, the K-12 school districts within South Seattle Community College's service area. These partnerships will help generate future enrollments for the program and will help students at the K-12 level outline educational and career pathways that include baccalaureate education.

Master's Degree Programs

Additional agreements are in process with Washington State University and The Evergreen State College to allow graduates of South's BAS degree program in Hospitality Management to pursue postgraduate master's level coursework. The letters are online at www.seattlecolleges.edu/hospitality.

Articulation Agreements Underway

Agreements from several higher education institutions developed in the preparation of this proposal will form the foundation for formal articulation agreements once the BAS degree program in Hospitality Management curriculum is established. Faculty and administrators will evaluate potential additional

agreements on an annual basis. Every three years, faculty members and administrators will evaluate all articulation agreements to ensure students will have appropriate skills to be successful in the program.

Until now, the programs available at South Seattle Community College and partner institutions allowed students who would not normally have access to higher education the opportunity to start in the adult basic education or high school technical program, and then go on to earn an AAS degree. The problem was that an AAS degree rarely provided students with a transfer path that would allow them to go on to a four-year education without starting over.

With the proposed new degree and the associated articulations, students can earn an AAS degree, progress to the BAS degree and even have the opportunity to continue on to the master's or professional degree level. In the hospitality industry this provides potential students with a pathway from low skill, entry-level jobs to high skill, high demand, and high paying jobs.

Credit for Prior Learning

South Seattle Community College will accept up to 25 percent of the degree using prior work experience. Two methods will be used to assess prior learning. First students can be given the equivalent of the final exam for courses that students have had prior experience that would have prepared them to successfully pass the final exam. A score of 80% or better will be required for students to receive credit. A second method for granting credit would be the portfolio process. Using the portfolio process students provide documentation that they have met both the theoretical and practical applications required for the course the student wishes to receive credit. Faculty who typically teach the course for which the portfolio has been developed will review the portfolio and determine if the student has demonstrated the level of knowledge required to successfully pass the course. Faculty will consider how current the experience(s) and the depth of the experience, the quality of the documentation including and theory and application. The combination of these two processes portfolio and testing, students may receive up to a maximum 25 percent of the credits required for the degree.

Components at the Associate Degree Level

The BAS general education requirements will build on the required general education for the applied associate degree at South Seattle Community College. For example, to enroll in credit-bearing classes leading to the Applied Associate Degree (AAS-T) in Culinary Arts, Pastry & Specialty Baking or Business Information Technology, students must achieve a passing score on the ACT Compass Test; otherwise they must complete developmental classes in English and mathematics. Key coursework for the underlying AAS-T degree will include math, psychology and English.

Program Selection and Admissions Process

In the years since its founding, South has been highly successful in serving a diverse student population, offering access to higher education and opportunity for financial success. South's goal in implementing the BAS in hospitality management will be to create a program enrollment that reflects this vibrantly diverse population while still supporting South's open door policy.

By drawing students largely from South's AAS-T degree program and from its service area, the BAS Hospitality Management degree program will also reflect the great diversity of the college community and the community at large. Admission will be available to students who have completed one of the related AAS-T degrees with a 2.0 GPA at one of the Seattle Community College District or at another college with which an articulation agreement is in place.

To ensure universal access to this program, a waiting list will be developed, and students who want to enter the program will be evaluated and advised of any coursework needed to enter. Students who do not

meet the above criteria may petition the faculty and administration of the program and be evaluated on a case-by-case basis for entry to the program.

Components at the Baccalaureate Degree Level

The core curriculum for the Hospitality Management program will meet the same standards of content and rigor as that delivered at leading universities, including our mentor university, Washington State University. Some courses will expand upon existing instruction (adding breadth) or add more detail to the level of instruction (adding depth). This breadth and depth strategy will increase the scope of current disciplines. English composition and mathematics skills will also be reinforced by incorporating education in these areas into the technical instruction.

The degree program will also include technical curriculum in the area of business management. The technical curriculum for the degree is designed to build on the AAS-T degrees in Culinary and Business; Students who have completed these degrees will be able to enter the BAS program and be successful. This level will include coursework designed specifically for the hospitality industry in the disciplines of supervision, management, accounting, finance, economics, ethics, and leadership. Each of these will have texts and lessons that apply the general theory and application to a hospitality setting or situation in order to provide the students with the necessary learning content and critical-thinking skills needed for future success.

Reflecting the advice of South's industry representatives, the degree will also contain a strong internship component to support experiential learning. Experiential learning "in field" that is more than just a brief job shadowing will be essential to the job satisfaction and tenure of program graduates, thereby addressing industry concerns regarding retention and turnover rates. Meetings between industry employers and South's Office of Internship will be planned to formulate the process. Key faculty and students will be included as will the Curriculum Committee. The internship will require 1,000 hours of industry experience to be documented prior to graduation. We will consider any appropriate work experience after high school graduation toward the 1,000-hour goal. At the culmination of the internship, students will be required to complete a paper or portfolio that documents and analyzes their experiences, makes recommendations for future operations of the business(es) where they worked, and that demonstrates their ability to relate theory to practice.

South Seattle Community College will make the internship and placement functions core strengths of the proposed BAS in Hospitality Management. Reflecting that emphasis, much of the effort devoted during the summer and fall of 2005 to recruiting a strong advisory committee and influential participants in the structured interviews was undertaken with the goal of recruiting industry partners who would provide exciting, educational internship sites. That effort was successful – the industry participants uniformly committed themselves to offering meaningful internships. Industry executives were unanimous in recommending that internships should be a key part of the educational experience.

Internships and future job placement go hand in hand; experts estimate that 80 percent of graduates from college programs with internship components find work as a result of connections they made during their internship experiences. To ensure successful placement, South will commit to hiring a half-time internship and placement coordinator. This important advisor will meet with the students on a regular basis beginning at the time they first matriculate.

Working closely with the faculty advisors and college counselors, the internship and placement coordinator will:

- Help the students identify special interest areas
- Place the students into appropriate internships

- Monitor progress, providing feedback and assistance to both employer and student
- Help the students develop career plans
- Assist with placement.

For students who are not placed into permanent jobs soon after graduation (as a result of internships or by other means), South will provide ongoing placement services. In addition to the efforts of the internship/placement coordinator, South will bring to bear all the resources of its on-campus WorkSource Center. South will also draw on its well-established relationship with Airport Jobs, a program through which thousands of job seekers obtain employment with airport-based businesses each year. Many of these employment opportunities are in the hospitality management field. Since a lengthy job search can be financially difficult, the internship/placement coordinator will also build a set of interim industry positions for graduates so they have an income stream during their search for a permanent management position.

South will also hire a second full-time faculty member for the program prior to the second year of operations. In addition to teaching responsibilities, this faculty member will also have leadership responsibility for the internship program and will work closely with the internship/placement coordinator. A critical additional responsibility will be to recruit and cultivate relationships with industry leaders leading to outstanding internship sites and future job placements. In this role the Faculty Member/Industry Relationship Coordinator will work closely with the College President, the Development Office and the program's Dean.

Finally, one of the key approaches to job placement for graduates of the BAS degree program in Hospitality Management will be the "transition" of internship host sites in to job placement sites.

Curriculum Design

A key driver of the curriculum design is local employer need. By making the learning and experiences relevant to real-world demands, South will position its graduates competitively in the marketplace. They will not only obtain high-wage jobs but will also be able to advance rapidly. Much of the necessary input has already been captured through student surveys, in focus groups, and through structured interviews of industry representatives. However, as the curriculum is developed in greater specificity, South will rely on the input and feedback from the Industry Advisory Committee, and other industry reviewers. Supporting information is available at www.seattlecolleges.edu/hospitality.

The curriculum and instruction will also reflect South's commitment to student success and retention. South proposes to design a program that results in an outstanding graduation rate. To do so, South will take advantage of a recent college-wide study and plan for student success, *Start Here, Go Anywhere*, which is available at www.seattlecolleges.edu/hospitality. The resulting curriculum will take advantage of many of the plan's findings and recommendations. It is anticipated that creating learning communities and cohort groups are particular strategies that will be employed.

South's commitment to diversity and opportunity will also be a driving force in the decisions on content and activities. Indeed, based on the survey results, it is anticipated that the majority of participating students will be persons of color and will be the first in their families to pursue a four-year college degree. South's Office of Diversity and Retention will be intimately involved in the design and implementation of the curriculum to ensure that South engages the unique strengths and experiences of its culturally diverse student body.

The BAS program is designed to meet the needs of place-bound students who are working and may have family and other responsibilities. Therefore this program will be set up as a cohort model with students required to commit to at least two core technical courses each quarter. Day classes will be offered along

with some distance learning options. For example, students would be required to attend classes on-site Monday and Wednesday from 12:00 p.m. to 3:00 p.m. This schedule is designed to meet the unique needs of students working in the hospitality field where common work hours include nights and weekends. Students who want to attend full-time could also take general education courses simultaneously. Part-time students may choose to delay and complete the general education classes once they have completed the core technical courses.

The upper division core will contain 50 credits of hospitality management technical courses. In addition the program will have five credits of upper division internship and five credits of upper division general education credits for a total of 60 upper division credits.

Approximately 20 credits (four each of five-credit classes) of the upper division core hospitality management program will be delivered using an electronic delivery method. This will further help to support students who are working, have families, or other time constraints. The hybrid format will include both an asynchronous web based delivery element as well as a live-interaction component. These distance-learning classes will be developed and delivered collaboratively with Washington State University. The remaining technical classes will be offered in a face-to-face format, with the exception of the internship where students will be in a workplace.

BAS graduates will have completed 60 credits of general education credits by combining 25 credits at the AAS-T level and 35 credits at the junior and senior levels to meet the requirements of the college's general education learning outcomes. The distribution requirements for the 60 general education credits will be as follows:

- 15 credits in "Basic Requirements"
- 15 credits in "Humanities and Arts"
- 15 credits in "Social Sciences"
- 15 credits "Natural and Physical Sciences, Mathematics."

During the freshman and sophomore years leading to the AAS-T degree, students will be expected to complete 25 credits of general education including English, math, psychology, humanities and arts prior to acceptance to the BAS Hospitality Management degree. Students in the hospitality management program will be subsequently required to complete an additional 35 credits of general education in their junior and senior years. At least five of the 35 credits will be upper-division.

The general education requirements of the BAS degree in Hospitality Management are designed to fulfill a set of desired learning outcomes for the general education of a college undergraduate in the United States in the 21st century. Students completing the BAS in Hospitality Management should possess:

- 1) College-level knowledge and skills in critical thinking, quantitative analysis and written composition;
- 2) College-level mastery of information literacy and technology literacy;
- 3) Effective skills for in-person and media-based interactions with individuals and within groups;
- 4) Understanding of methods and methods of inquiry specific to traditional and contemporary areas of knowledge in the humanities and arts, natural and physical sciences, mathematics, and the social sciences;
- 5) Understanding of the interdisciplinary nature of knowledge;
- 6) Understanding of the United States as a multicultural society;

- 7) Understanding of the global society and process of globalization from mostly, but not exclusively, non-Western and indigenous perspectives.

General Education Overview

BAS: 35 Credits

English Composition – 5 Credits

Continuation of the composition sequence with further instruction and practice in the writing process, concentration on critical reading and writing techniques needed for the preparation and completion of documented essays.

Human Nutrition – 5 Credits

Introduction to nutrition, emphasizing relationship of nutrition to growth, development, health, physical and mental functioning.

Effective Presentations – 5 Credits

Covers the process of getting started with confidence; topic selection and research; preparation and delivery.

Macro or Micro Economics – 5 Credits

Micro: Covers resource allocation and income distribution with emphasis on price determination, production costs and market structures.

Macro: Analysis of the aggregate economy: GDP, inflation business cycles, unemployment, fiscal and monetary policies, federal deficits, and international trade and finance.

Business and Economic Statistics – 5 Credits

Statistical methods and their application to business and economic data.

Diversity and Culture in Global Travel and Tourism – 5 Credits

Cultural principles and practices in domestic and international travel and tourism and the impact on hospitality businesses, emphasis on diversity.

Lab Science Elective 5 Credits

AAS-T: 25 Credits

College Algebra – 5 Credits

Bridges the gap between Intermediate Algebra and Pre-Calculus functions.

English Composition – 5 Credits

Introduction to the writing process, writing assignments focus on major strategies of non-fiction prose, with subject matter drawn from firsthand experience and observation.

General Psychology – 5 Credits

Introduction to the scientific study of human behavior, including learning and thinking, development, perception, motivation, emotion, personality and individual differences, social and abnormal behavior, and research methods.

Humanities Electives – 10 Credits

Students interested in learning a second language may use these electives to take a foreign language class.

BAS Technical Curriculum Development

The following technical core curriculum outline is based on analysis and synthesis of information and advice the college received from several sources. The hospitality industry representatives recommended student outcomes reflecting the knowledge, skills and abilities that they expect from students who graduate from the program. We began the process by gathering information from four industry focus groups and structured interviews with industry representatives. With the resulting input as a starting point, we then convened an in-depth industry-driven outcomes development workshop that was attended by several top hospitality executives.

Washington State University (WSU) has also provided mentorship and advice in the development and implementation of this new program, and representatives of the college have participated in a number of meetings and conversation with the experts at WSU.

A critical step occurred when we met with Dr. Terry Umbreit and Dr. Nancy Swanger of WSU's Hospitality Business Management program following the industry-driven outcomes workshop. Using the information from industry, review of the Hospitality Management programs at Metropolitan State University, Lewis-Clark State College and Washington State University, we jointly developed the proposed curriculum outline provided below. The technical outcomes created at the industry outcomes development meeting will be connected to all course outlines in order to ensure each of the technical outcomes are delivered and met in the program.

Technical Outcomes

The technical core education requirements of the BAS degree in Hospitality Management are designed fulfill a set of desired learning outcomes for the technical education of a hospitality management undergraduate in the United States in the 21st century. Students completing the BAS in Hospitality Management should be able to:

- Read and analyze financial statements and budgets
- Demonstrate specific hospitality industry accounting skills
- Describe a hospitality business philosophy
- Utilize computer technology
- Describe the building of a brand positioning statement
- Demonstrate expertise in hospitality sales and marketing
- Demonstrate confidence in leveraging Internet marketing
- Demonstrate a competency in understanding and executing human resource; policy and practices consistent with organization objectives and third party regulatory entities
- Demonstrate knowledge in personal skills as it pertains to the hospitality industry including professional business etiquette and ethics
- Apply basic principles of management and leadership
- Recognize diversity of cultural influences and values
- Manage and implement daily operations of a hospitality enterprise.

BAS Curriculum Overview

The curriculum for the BAS degree in Hospitality Management is designed to incorporate four major areas: technical credits from the AAS-T degree, general education core credits (incorporating the requirements for an AA degree), internship credits for 1,000 hours of experience in the hospitality

industry, and upper division coursework credits (incorporating the technical outcomes) focusing on hospitality operations and general business.

General course descriptions at the 300 and 400 levels follow:

300 Level

Introduction to Hospitality – Survey course of the various segment of the industry, including a brief history and current issues, with an emphasis on service.

Hospitality Computer Applications – Technology fundamentals and software applications for business functions and management practice.

Hospitality Management – Management theories, functions, methods, and concepts applied to hospitality settings.

Lodging Operations – Breakdown of each hotel department by function and personnel, concept of yield management, revenue management.

Legal Issues in Hospitality – Liability, dram shop laws, contracts, and innkeepers laws to reduce the risk environment for operators.

Entrepreneurship – Concepts and issues related to new business ventures, including small businesses.

Hospitality Marketing – Project-based incorporation of theory and practice for an actual business, includes elements of local store marketing and sales.

400 Level

Cost Controls – Operational control processes, control systems, and cost analysis procedures for food and beverage management.

Human Resource Management – Policy and practice in human resource utilization, selecting, training, motivating, evaluating, and compensating employees; labor relations, EEO legislation.

Services Operations Management – Design and management of service systems in hospitality operations; control of customer interaction, personnel activities and inventory.

Hospitality Accounting – Using management tools in creating and analyzing operational effectiveness.

Professional Career Development – Preparation for industry employment, resume writing, interview skills, professional dress, business etiquette.

Internship – Documented 1,000 hours of industry experience.

Ethical Leadership – Nature and sources of ethical conflicts and dilemmas leaders and organizations confront in the hospitality industry.

Hospitality Management Capstone – Project-based course integrating all components of the curriculum.

South Seattle Community College Program Approval Process

The overall program and each individual course will be reviewed and approved by South Seattle Community College's Curriculum and Instruction Committee. The college's Curriculum and Instruction Committee meets on a regular basis and is made up of faculty members from across the campus. The Hospitality Management Program will follow the process established for new program development. A subcommittee will evaluate the proposal and work with the Hospitality Management faculty to understand the proposed curriculum. Once the subcommittee is satisfied with the quality and rigor of the program and satisfied that the proposed outcomes will be met by the program, they will bring the proposal before the full committee for final recommendation. The Vice President for Instruction then signs the forms, and the proposal is approved.

FORM 4

**REQUIRED COURSE WORK
Part I**

Include this form with new degree program proposals. Staff will post this information and the program proposal on the HECB Web site during the public comment period.

Prerequisite Courses		
Course Number	Course Title	Credits
MAT 102	College Algebra	5
ENG 101	English Composition	5
Note: These classes will be part of the AAS-T degree		Total Credits
		10
Program Requirements		
Course Number	Course Title	Credits
3XX	Introduction to Hospitality	5
3XX	Hospitality Computer Applications	3
3XX	Hospitality Management	5
3XX	Lodging Operations	3
3XX	Legal Issues in Hospitality	3
3XX	Entrepreneurship	3
3XX	Hospitality Marketing	5
4XX	Cost Controls	5
4XX	Human Resource Management	3
4XX	Services Operations Management	3
4XX	Hospitality Accounting	3
4XX	Professional Career Development	3

South Seattle Community College
Bachelor's of Applied Science in Hospitality Management

4XX	Internship	5
4XX	Ethical Leadership	3
4XX	Hospitality Management Capstone	3
ENG 102	English Composition	5
NTR 150	Human Nutrition	5
CMN 135	Effective Presentations	5
ECO 200 or ECO 201	Macro or Micro Economics	5
BUS 210	Business and Economic Statistics	5
3XX	Diversity and Culture in Global Travel and Tourism	5
	Lab Science Elective	5
	Total Credits	90

INFRASTRUCTURE REQUIREMENTS

Describe required infrastructure improvements, including the need for additional library or technology resources, special space requirements (laboratory space or special classrooms), and equipment needs. Costs and sources of funding associated with these improvements should be outlined in the budget section of the proposal.

The facilities, equipment, and resources at South Seattle Community College's 87-acre main campus in West Seattle provide an outstanding environment for offering a BAS degree program in Hospitality Management. A variety of photographs of the campus and a map of the facilities are online at: <http://www.southseattle.edu/campus/campmap.htm>.

The bulk of the classes will be offered in South's new **University Center**. Currently under construction, this state-of-the-art 16,000 square-foot facility is expected to open in Fall, 2006. The building will include five media-equipped classrooms, academic and administrative offices, and student lounges.

Several classes may require computer labs with workstations. These classes will be held as needed in **Olympic Hall**, South's flagship building. Newly completed in 2004, this 47,000 square-foot facility incorporates a 150-seat, auditorium-style lecture hall and a number of high-tech classrooms and labs for science, business, and information technology.

For practical courses in food service management, the BAS degree program at South Seattle Community College will take advantage of South's extensive food and wine-related facilities. The **Culinary Arts Center**, renovated and expanded in 2003 as a result of the South Seattle Community College Foundation's successful \$2.5 million Culinary Arts Capital Campaign, incorporates three separate kitchens and three retail food service establishments, including two restaurants and one cafeteria.

A **Pastry and Baking Arts Building** was completed in Fall, 2005. This \$2.6 million facility occupies almost 8,000 square feet and includes three pastry laboratories, a modern AV-equipped classroom, faculty offices, and extensive areas for food preparation and storage. The **Northwest Wine Academy**, a program that offers degrees and certificates in wine marketing, winemaking, and food and wine pairing, occupies a recently renovated space that include classrooms, a tasting room, temperature-controlled storage, and a complete working winery.

The **Brockey Center** is also available as an on-campus learning environment. Operated as a retail meeting and convention center, it offers theatre-style seating for up to 800 guests, and facilities that seat 400 banquet-style or 360 classroom-style.

The **Seattle Chinese Garden** is currently under construction at the north end of the campus. Projected to attract visits from over 70,000 tourists a year, the Garden will incorporate a variety of banquet halls, pavilions, and other structures for weddings, banquets, meetings and small conventions. The Seattle Chinese Garden will provide another on-campus site for students to receive practical education.

South's remodeled and expanded 22,000 square-foot **Library** opened in January 2000. The facility houses South's extensive collection of books and journals. The library is also home to 96 computers for student use in an information commons area. The proposed program budget includes an expenditure of almost \$200,000 over a five-year period to support a board expansion to the library's collection of books, periodicals, and database services to meet the specific needs of Hospitality Management students. Detailed in the budget is also additional costs for a faculty librarian; other library staff expenses are borne by the Indirect Expenses line item of the proposed budget.

Limited new facilities and equipment will be required to implement the program, and funds have been incorporated in the budget to meet the following needs:

1. Provide an existing computer lab with property management system (PMS) software to simulate a hotel front desk and back-office operating environment.
2. Install the PMS software on an existing server and computer lab computers and connect this network to South's existing food service computer system to allow training in night audit skills.
3. Establish computer links to other colleges offering similar programs to allow participation in existing online competitions for hospitality or hotel management students.

FACULTY

Provide a profile of the anticipated faculty (e.g., full-time, part-time, regular, continuing, adjunct) that will support the program and the total FTE allocated to the program. There should be a sufficient number of qualified faculty dedicated to a new program. This number will vary depending on the discipline, nature of the program, and anticipated number of students.

South analyzed the faculty and staff needs for the program, the education and professional experience qualification of instructors relative to teaching assignments, and anticipated sources of qualified faculty and staff members. The number and characteristics of faculty and administrative staff needed to implement the program are provided below. Since the program will be implemented over two years, the staffing needs are presented for each year and reflect anticipated changes in teaching and coordination duties over the two years.

The number of instructors needed is based on the projected number of student FTES and the number of courses offered per term during the school year. The program will be delivered by two new full-time instructors supplemented by new part-time instructors and current full-time instructors assigned to the baccalaureate program as part of their teaching responsibilities.

Form 6a shows the number of faculty needed to provide outstanding education to 22 student FTEs in the 2007-2008 year.

Form 6a Program Personnel BAS in Hospitality Management Faculty: 2007-2008

Name	Degree	Rank	Status	% Effort in Program
TBA (Recruitment under way, likely new hire from industry)	Ph.D. or M.A./S. and industry experience	Instructor/Faculty Coordinator	Full-time	100%
Existing Instructor(s)	M.A. or Ph.D.	Instructor for upper level General Education classes (likely to be recruited from existing faculty pool)	Part-time	50%
Tom Phillips	Ph.D.	Current instructor in Business Information Technology; will instruct some upper-division courses	Part-time	10%
TBA	M.L.S.	Faculty Librarian	Full-time	25%

Form 6b shows the number of instructors needed for the second year of instruction and beyond to provide high-quality, upper-level college education to 44 student FTEs each subsequent year.

Form 6b
Program Personnel
BAS in Hospitality Management
Faculty: 2008-2009 and Beyond

Name	Degree	Rank	Status	% Effort in Program
TBA	PhD or MA/S and industry experience	Instructor/Faculty Coordinator	Full-time	100%
TBA (Recruitment will occur during year 1)	PhD or MA/S and industry experience	Instructor/Industry Relations Coordinator	Full-time	100%
Existing Instructor(s)	M.A. or Ph.D.	Instructor for upper level General Education classes (likely to be recruited from existing faculty pool)	Part-time	50%
Tom Phillips	Ph.D.	Current instructor in Business Information Technology; will instruct some upper-division courses	Part-time	10%
TBA	M.L.S.	Faculty Librarian	Full-time	25%

Anticipated Sources, Education and Experience

In order to establish the educational and experience requirements for the faculty, the college conducted a comprehensive review, drawing on the following sources:

- Discussions and interviews with industry advisory committee members;
- Review of over 50 relevant job postings and job descriptions from other colleges and universities;
- Interviews with faculty and administrators for the program at Washington State University.

Two new full-time instructors and instructors for the business core courses will be new hires, recruited through advertisements and industry outreach.

The full-time Instructor/Faculty Coordinator hired prior to the first year will have an advanced degree in the field or a related field. A minimum of two years experience in the hospitality field in a management position will be required. Experience teaching in higher education, preferably at a four-year university, and advising students at the bachelor's degree level or above will be required. Ability to manage and multi-task in a fast paced learning centered environment is necessary. College service in the form of event participation and committee work will be required.

The full-time Instructor/Industry Relations Coordinator hired prior to the second year will also need to have an advanced degree in the field or a related field. A minimum of two years experience in the hospitality field in a management position will be required. Experience teaching in higher education, preferably at a four-year university, and advising students at the bachelor's degree level or above will be required. Ability to manage and multi-task in a fast paced learning centered environment is necessary. College service in the form of event participation and committee work will be required.

Each part-time Instructor selected for the core program will have an advanced degree in hospitality or a closely related field with a terminal degree preferred. At least two years of recent related work experience as a manager or administrator will be required. Certifications that reflect the achievement of professional knowledge, skills, and ability will strengthen an applicant's position. Each Instructor will be required to complete a teaching orientation course to be offered by South prior to instructional assignment. Each Instructor who is not already certified to teach in the state of Washington will be required to enter the Professional Development and Certification system with a provisional three-year professional certificate and progress toward the five-year certificate

The program will also draw on the expertise of South's existing faculty and administrators who have earned doctorates and university teaching experience at the baccalaureate level and above. Selected Instructors will participate on advisory committees, curriculum development committees, and faculty recruitment committees. Additional South Seattle Community College faculty will also participate in team-taught classes, lecturing in their fields of expertise. They will play critical roles in establishing a standard of excellence and in maintaining academic rigor appropriate to upper-level college education. Additional information is provided online at www.seattlecolleges.edu/hospitality.

ADMINISTRATION

Describe the staffing plan for administrative and support services for the program.

Administrative Staff Requirements

In addition to faculty, the BAS degree program in hospitality will require the following staff members (Form 6c).

Form 6c
Program Personnel
BAS in Hospitality Management
Administration and Staff

Name	Title	Responsibilities	% Effort on Program
Malcolm Grothe	Executive Dean	Facilitate recruitment and selection of faculty, scheduling, program review, marketing, acquisition of external funding, accreditation.	25% ¹⁴
TBA Student Services	Internship and Placement Coordinator	Coordinate all student services for program students including internships and job placements	50%
TBA Support Staff	Secretary Senior, Hospitality Management	Clerical Support	50%

South Seattle Community College has the key academic leadership necessary to deliver the Hospitality Management Program and will employ additional administrative staff and faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level. Dr. Cheryl Roberts, our Vice President for Instruction, and Mr. Malcolm Grothe, our Executive Dean of Technical Programs, have been tasked to spearhead this project. One new administrator and two new full-time instructors will be recruited through ads in professional associations and journals and through outreach to industry and professional associations. Additionally, these positions will be advertised on the following three websites under the category of faculty-hospitality management at <http://www.higheredjobs.com>; <http://www.chronicles.com>; and <http://www.chrie.org>.

¹⁴ Cost of salary and benefits for the Dean of the program will be included in indirect costs.

STUDENTS

Describe the student population to be served. Provide projected enrollments for five years or until full enrollment is reached (whichever is longer). Detail efforts planned to recruit and retain a diverse student body.

South will adopt a selective admissions policy for the BAS in Hospitality Management that is consistent with an open door institution. South, one of the most diverse community colleges in the state, will assure that the BAS degree program serves as diverse a population as enrolled in the relevant associate degree programs. The program selection and admissions process, emphasizing student diversity and opportunity for underserved students, is described in the following sections.

High College Diversity

The college operates in a highly diverse community. In south King County, minority populations have increased in number over the last decade far faster than the general population. In the White Center neighborhood, 48 foreign languages are spoken in the public schools, and at Evergreen High School, 50 percent of students speak a language other than English at home. This unprecedented wave of immigrants and refugees has greatly increased the demand for ESL programs and services at South. The number of South's students whose primary language is not English (35 languages in all) more than doubled in the two years from 2001 to 2003, increasing from 13 percent to 28 percent. Students enrolled in ESL classes made up 33 percent of South's student body in 2003, and 19 percent were classified as immigrants or refugees.

As described previously, the composition of South's student body reflects the local demographics. The proportion of South's students that are members of ethnic minorities, 47 percent, makes South one of the most diverse colleges in the state. The college has made it a priority to achieve excellence in its ability to serve its diverse population, and our efforts have led to success, especially in the realm of completion and retention. Of the students it graduates with degrees or certificates, South Seattle Community College has the highest proportion of students of color (50.9%) among its graduates of any college in the state. Retention of African American students has been a particular priority, with the result that retention rate for this population in 2004-2005 was 63%, up from 43% in 2003-2004. The college has made outstanding progress in other areas of retention as well, with substantial recent increases in the numbers of general education and ESL students progressing to credit-bearing college programs.

Program Selection and Admissions Process

In the years since its founding, South has been successful in serving a highly diverse population, offering access to higher education and opportunity for financial success. South's goal in implementing the BAS in hospitality management will be to create a program that mirrors this vibrantly diverse population while still supporting South's open door policy.

By drawing students largely from South's associate degree program and from its service area, the BAS in Hospitality Management degree program will also reflect the great diversity of the college community and the community at large. Admission will be available to students who have completed one of the related AAS degrees with a 2.0 GPA at one of the Seattle Community College District or at another college with which an articulation agreement is in place.

To ensure universal access to this program, a waiting list will be developed, and students who want to enter the program will be evaluated and advised of any coursework needed to enter. Students who do not

meet the above criteria may petition the faculty and administration of the program and be evaluated on a case-by-case basis for entry to the program.

Efforts to Assure that the Degree Program Serves a Diverse Population

At the end of the second year and each subsequent year thereafter, South will assess the diversity of enrolled classes to insure they reflect the overall diversity of the college and the open-door mission. South will make adjustments in the admissions and recruitment process if necessary to achieve those goals.

Scholarships are another tool that is available to encourage diversity. The South Seattle Community College Foundation has agreed to make its existing scholarships available to the students in the Hospitality Management program, and also proposes to raise additional endowed funds to support scholarships that are dedicated to the program. The board has indicated its interest in establishing preferences for underserved minorities as needed to assist with recruitment and retention.

South's culinary program currently has a wait list for students to enter the program and has won national acclaim. Building on these capabilities, the hospitality management baccalaureate degree program at South Seattle Community College will be uniquely designed to provide students, including those with limited English skills or adult basic education requirements, an opportunity to obtain a management-level position in the hospitality industry.

Throughout the program, students will greatly rely on their technical expertise and work experience. Entering students will arrive with an understanding of the product and services of their related industry. They will be ready to explore other management functions and generalize their experience and training into the larger framework of hospitality. The program will add more experience in managerial communication, customer relations research, and quantitative methods that will expose the students to a broader industry perspective.

In support of the BAS degree in Hospitality Management, South Seattle Community College has developed pathway partnerships with four major school districts, eight community and technical colleges (including other colleges in the Seattle Community College district) and two state universities. These partnerships will provide a pathway for students to enter the program from multiple sources and serve as a next step for BAS program completers seeking postgraduate pathways.

Articulation Offers Opportunity for Students from Nearby Colleges

In addition to articulation with programs within the Seattle Community College District, the BAS degree program in Hospitality Management will be articulated with related programs offered by other community and technical colleges in the region. South is currently developing partnerships with Renton Technical College, Highline Community College, Lake Washington Technical College, Clover Park Technical College, Edmonds Community College, and Bates Technical College. Highline Community College participated in two focus groups. Letters confirming these articulation plans are provided at www.seattlecolleges.edu/hospitality.

Articulation among community and technical colleges will also be supplemented by the expansion of existing Tech-Prep agreements with Highline Public Schools and Seattle Public Schools, the K-12 school districts within South Seattle Community College's service area. These partnerships will help generate future enrollments for the program and will help students at the K-12 level outline educational and career pathways that include baccalaureate education.

Student Services

Students will enter the program with a variety of backgrounds and experiences. Some will have completed culinary degrees, some degrees in business information technology, and some will have other educational backgrounds. Many will have considerable industry experience and others will have relatively little.

In addition, reflecting the overall mix of ethnicities and backgrounds among persons in our service area and enrolled at the college, students in the program are likely to be highly diverse. Many will be the first-generation Americans, and many will be the first in their families to attend college. For a considerable number, English will be their second language.

South's plan for admission to the program addresses the need for students to be equally ready for the rigor and depth associated with the curriculum. All students will have completed the ACT Compass test at the time of their admission to community college, and will have established (through meeting the test requirements or by completing additional basic education requirements) a core competency in math, language and writing. All students will subsequently have added to their skills by completing two or more years of college-level work. Prior to final admission, students must have completed the equivalent of the AAS-T degree with an overall GPA of 2.0 or better. If students have not completed the requirements associated with the AAS-transfer degree, they will be allowed to make up any deficiencies prior to enrollment. The entering students will therefore already have a common base of general education exposure and technical training with competency in writing and math skills.

South's expertise is in enabling students with varied backgrounds to be successful. We will apply many of the same approaches we have used with success in other challenging programs, such as our Nursing Program, to the Hospitality Management degree. One of the first principles of this effort will be to encourage the students to use their varied backgrounds as resources for their classmates. We will organize the program as a cohort program, and will encourage students to work together as a group. We will encourage study groups and will assign work to teams. All classes will involve strong elements of group participation. South will also offer support services including academic advising, drop-in tutoring, one-on-one tutoring and ESL instruction.

South will implement an adequate and appropriate student services plan to meet the needs of students enrolled in the new BAS program. The plan builds on South's existing comprehensive Student Services Department. Twelve percent of South's operating budget is allocated to student services. During the past two years, South has, as part of its *Strategic Plan*, which may be viewed at www.seattlecolleges.edu/hospitality, committed to significantly increasing the achievement and success of its students. This includes increasing retention, completion, placement, and transfer rates. The provision of student services designed to meet the needs of South's diverse student body is critical to that plan.

Student Financial Aid Services

South will offer comprehensive financial aid services to students in the Hospitality Management Program. The Financial Aid Department will revise South's satisfactory academic progress policy so that each student will have greater flexibility in changing her/his program of study. The Department will work with Computer Information System to ensure that financial aid software includes the ability to make awards to 3rd and 4th year students and will confer with Federal and State agencies to determine the steps needed to accommodate four-year degree offerings.

The South Seattle Community College Foundation will make its existing scholarships, emergency grants and childcare grants available to the students in the Hospitality Management program, and also proposes

to raise additional endowed funds to support scholarships that are dedicated to the program. The board has indicated its willingness to establish preferences for underserved minorities if needed to assist with recruitment and retention. The Foundation currently awards over \$200,000 a year in scholarships, \$15,000 in emergency grants, and \$3,000 in childcare grants.

Effective Academic Advising

Currently, South's academic advisors use disciplinary expertise to counsel students wanting to transfer to 12 programs with which South has articulation agreements. Designated academic advisors will work closely with faculty members and the Dean of the new program, meeting with each student quarterly to ensure they are on track and meeting their program requirements and personal expectations. It should be noted that current department staff have extensive experience advising students in two-year programs and ensuring their successful transfer to four-year programs throughout the State. These staff members also have experience advising upper level students entering Eastern Washington University's on-site Bachelor of Science in Technology degree program.

Student Success and Retention Strategies

Like the curriculum and instruction, the student services function will also reflect South's commitment to student success and retention. South proposes to design a program that results in an outstanding graduation rate. To do so, South will take advantage of a recent college-wide study and plan for student success, *Start Here, Go Anywhere*, which is available at www.seattlecolleges.edu/hospitality. The resulting curriculum will take advantage of many of the plan's findings and recommendations. It is anticipated that learning communities and cohort groups are particular strategies that will be employed. Tutoring, advising and scholarships will also be available.

The rate of completion of degrees and certificates in South's existing culinary arts and pastry & baking arts programs is outstanding, historically exceeding 80 percent. South's goal will be to meet or exceed that completion rate for students in the proposed new Hospitality Management Program. This ambitious but achievable goal far exceeds the national average completion rates at four-year public colleges with open admission selectivity offering bachelor's degrees (41.7%).¹⁵

Internships and Placement Strategies

South Seattle Community College will make the internship and placement functions core strengths of the proposed BAS in Hospitality Management. Reflecting that emphasis, much of the effort devoted during the summer and fall of 2005 to recruiting a strong advisory committee and influential participants in the structured interviews was undertaken with the goal of recruiting industry partners who would provide exciting, educational internship sites. That effort was successful – the industry participants uniformly committed themselves to offering meaningful internships. Industry executives were forceful in their unanimous opinion that internships should be a key part of the educational experience.

Internships and future job placement go hand in hand; experts estimate that 80 percent of graduates from college programs with internship components find work as a result of connections they made during their internship experiences. To ensure successful placement, South will commit to hiring a full-time internship and placement coordinator. This important advisor will meet with the students on a regular basis beginning at the time they first matriculate.

¹⁵ ACT, *National Collegiate Retention and Persistence to Degree Rates, Table 7: Persistent to Degree Rates for Four-year Public Colleges by Admissions Selectivity*, retrieved online at: http://www.act.org/path/policy/pdf/retain_2004.pdf

Working closely with the faculty members and college advisors, the internship and placement coordinator will:

- Help the students identify special interest areas
- Place the students into appropriate internships
- Monitor progress, providing feedback and assistance to both employer and student
- Help the students develop career plans
- Assist with placement.

For students who are not placed into permanent jobs soon after graduation (as a result of internships or by other means), South will provide ongoing placement services. In addition to the efforts of the internship/placement coordinator, South will bring to bear all the resources of its on-campus WorkSource Center. South will also draw on its well-established relationship with Airport Jobs, a program through which thousands of job seekers obtain employment with airport-based businesses each year. Many of these employment opportunities are in the hospitality management field. Since a lengthy job search can be financially difficult, the internship/placement coordinator will also build a set of interim industry positions for graduates so they have an income stream during their search for a permanent management position.

South will also hire a second full-time faculty member for the program prior to the second year of operations. In addition to teaching responsibilities, this faculty member will also have leadership responsibility for the internship program and will collaborate with the internship/placement coordinator. A critical additional responsibility will be to recruit and cultivate relationships with industry leaders leading to outstanding internship sites and future job placements. In this role the Faculty Member/Industry Relationship Coordinator will work closely with the College President, the Development Office and the program's Dean.

Finally, one of the key approaches to job placement for graduates of the BAS degree program in Hospitality Management will be the "transition" of internship host sites in to job placement sites. Since each sites will have a student intern for a full quarter, facilitating not only the student's learning but also offering the host business an opportunity to thoroughly assess the student's knowledge, skills, and ability to mesh well with the business. It is anticipated that many students will obtain employment through this process. South's goal will be that 90 percent of graduates are placed into an appropriate management position in the hospitality industry within six months of graduation.

FORM 5

Part I

ENROLLMENT AND GRADUATION TARGETS

Include this form with a new degree program proposal or a Notice of Intent to extend an existing program. Staff will post this information to the HECB Web site during the comment period.

Year	1	2	3	4	5
Headcount	34	68	68	70	70
FTE	22	44	44	44	44
Program Graduates	0	22	22	22	22

ACCREDITATION

Indicate whether the institution will seek specialized program accreditation. If so, discuss plans for accreditation and identify the appropriate accrediting body.

South Seattle Community College will seek accreditation from the Northwest Commission on Colleges and Universities (NWCCU) at the baccalaureate level. SSSC is currently accredited at the associate level and received an outstanding interim review in 2005. Once SSSC has obtained baccalaureate level accreditation from NWCCU, SSSC will work with its business partners and Washington State University to pursue appropriate industry certification such as the American Assembly of Collegiate Schools of Business or the Accreditation Commission for Programs in Hospitality Administration. Once approved by the Higher Education Coordinating Board, we will submit a prospectus for interim candidacy to the NWCCU and we will seek final approval in 2010, one year following the first graduating class with a BAS in Hospitality Management.

South Seattle Community College is known for its strong accreditation planning processes, and for a purposeful ability to grow, adapt and improve the institution in response to accreditation feedback and institutional effectiveness assessment. The result is a long history of positive accreditation assessments. For example, the college's most recent five-year accreditation report provided the College five "commendations" in the areas of commitment to mission, institutional effectiveness and outcomes assessment, community partnerships, commitment to diversity, and outstanding new facilities at our Duwamish branch campus. The report included no "recommendations" for areas of improvement.

A common saying at South is, "When we focus on something, we get it done." To give one example, several years ago, our institutional effectiveness committee recognized that the retention and completion rate of African American students was trailing that of the college population at large. As a college, we felt as if our promise of "Start Here, Go Anywhere" could not be fulfilled if every segment of our student population did not have an equal chance of staying the course until graduation. We therefore made retention of African American students a priority, with the result that the retention rate for this population increased to 63% for 2004-2005, up from 43% in 2003-2004. Even more noteworthy is the fact that South Seattle Community College now has the highest proportion of students of color (50.9%) who graduate, the highest percent of any college in the state. These achievements did not happen by accident, and reflect a long history of concerted and focused efforts associated with student success.

This strategic ability to concentrate the college's resources to achieve important goals is relevant to the future challenge of accreditation for the Bachelor's of Applied Science in Hospitality Management. Right now and for the foreseeable future, this degree program is the college's number one priority. We will devote the effort and the resources to be successful in the accreditation process.

PROGRAM ASSESSMENT

*Describe the institution's plan for assessing how well program objectives will be met.
Describe how the assessment information will be gathered and used.*

South Seattle Community College's mission to help students meet their life-long goals, understand how students learn, and document how well students are learning infuses all aspects of assessment, instruction, and student interaction throughout the college community. South has a rich history of connecting program outcomes to its ongoing evaluation system. Since 1992, South has assessed the effectiveness of educational programs as part of a campus-wide institutional effectiveness effort to improve teaching and learning by setting goals/outcomes, developing assessment measures, and measuring progress toward these goals/outcomes. To complement the college-wide improvement process, all instructional programs are based on college-wide Student Learning Outcomes (SLOs) and program outcomes. These are described in detail at www.seattlecolleges.edu/hospitality.

Each instructional unit develops strategic initiatives that support South's mission, goals, and priorities as described in its *Strategic Plan*. The plan is updated every two years and reviewed annually to ensure that gaps identified by performance compared to benchmarks are being closed. The instructional deans and directors work closely with faculty and staff to identify strategies that address issues raised by an analysis of assessment measures including regular program reviews; climate surveys; alumni surveys; the diversity survey; and student completion, transfer and placement rates.

The assessment process currently used for the related applied AAS degrees is briefly described below and in detail at www.seattlecolleges.edu/hospitality.

Assessment in Professional-Technical Programs

Occupational program reviews are conducted on a three-year cycle by an external evaluator who reports to the program dean and faculty. This practice of program review is used to identify opportunities for improvement. This review process has been improved by adding a program outcomes evaluation/development component designed to validate the current program outcomes and to identify possible new program outcomes. The occupational program review process is described in detail at www.seattlecolleges.edu/hospitality.

Assessment of the Bachelor's Degree Program

For the BAS degree, South will use its very successful existing AAS assessment tools and strategies, adding the ACT survey for students receiving a four-year degree. South will use the occupational program review process, modified to include other four-year institutions, to enhance the BAS assessment with faculty and administrators selecting three to five appropriate program outcomes and measures. South will also survey employers and internship site supervisors to ensure its SLOs and program outcomes help students develop the skills and knowledge needed by industry.

STUDENT ASSESSMENT

Describe expected student learning outcomes of the program and how student learning outcomes will be measured and results used.

South will assess student achievement in the Hospitality Management BAS degree program. This plan builds upon current successful practices and infrastructure at the associate degree level. Described below are the methods for assessment of student achievement and program assessment for the related applied associate degrees and examples of how those assessments have been used to improve the program. The following information also describes that assessment will be applied at the bachelor's levels and the plans for other assessments at that level.

Assessment of Student Achievement

For both academic and professional/technical programs, student achievement is assessed at the beginning, middle, and end of a given program using criterion-referenced placement tests, portfolios, checklists, norming exercises, and performance on assessments derived from national certification examinations. The ACT survey is used to obtain students' self-assessment of their progress toward the student learning objectives (SLOs) and South's contribution to their learning. Finally, capstone projects have been developed for several technical programs and will be incorporated into the assessment process.

One example of how South has used assessment results to improve its programs is based on students' completion of the ACT survey in 2004. These students scored below the national average on satisfaction with the job-seeking skills they developed. This triggered a response by the instructional programs to develop curriculum and strategies to address this area of concern. A benchmark has now established to raise student satisfaction over the next two years to the national average.

Consistent with the institutional goal of assessing student learning outcomes, South uses Diploma Technologies software to help faculty evaluate student progress toward both SLOs and program outcomes. This software also tracks attendance and course competencies.

BUDGET

Describe program cost and impact on other programs or departments within the institution. Include information on headcount FTE; FTE funding from state or self-support; other funds requested/needed; if reallocation, impact on other programs (especially if moving FTE); and contingency, if FTE funding is not provided. Identify the amounts and sources of all program funding for year one of the program and the year it is expected to reach full enrollment. For programs that will rely on non-state funding, describe the sources of funding and minimum enrollment threshold to offer the program. For self-support programs, indicate any current plans to migrate to future state funding.

South has a demonstrated capacity to make a long-term commitment of resources to build and sustain a high quality program. Provided below is financial plan for the degree program proposal, including projections of all costs, expenditures, and revenue streams to support the proposal. The proposed budget is sufficient to fund the activities necessary to build and sustain an outstanding program that will meet or exceed accreditation standards. Form 7 presents the proposed budget for South's BAS degree program in Hospitality Management.

South Seattle Community College projects \$306,000 in revenue during the planning and recruitment year (2006-2007). During the four years of program operation outlined in the budget (2007-2008, 2008-2009, 2009-2010 and 2010 to 2011), revenue will be \$308,800 in the first year of operations, \$496,328 in Year 2 as the full complement of 44 student FTEs is reached, and finally \$525,032 in Year N.

Expenses are projected to be \$305,423 in the planning and recruitment year, then \$307,953 in the first year of operations, and increasing to \$494,662 in Year 2, \$509,501 in Year 3 and finally \$524,786 when full enrollment is reached. This is a conservative, balanced, and sustainable budget, with anticipated revenue meeting all expected expenses.

Budget notes and assumptions are presented following Form 7.

FORM 7. SUMMARY OF PROGRAM COSTS AND REVENUE

Part II

Include with a new program proposal or Notification of Intent to extend an existing program. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

Program Expenses					
	Year 1 (Planning / Recruitment)	Year 2	Year 3	Year 4	Year n (full enrollment)
Students enrolled (FTE)	-	22	44	44	44
Administrative Salaries (0.5 FTE); Benefits @ 27.72%	\$ -	\$25,544	\$26,310	\$27,100	\$27,913
Full-time Faculty Salaries (1.1 FTE in Year 1 and Year 2; 2.1 FTE thereafter); Benefits @ 29.02%	82,315	84,784	174,655	179,895	185,292
Part-time Faculty Salaries (0.5 FTE); Benefits @ 27.16%		19,106	19,679	20,269	20,877
Library Faculty Salaries (0.25 FTE); Benefits @ 29.02%		16,128	16,611	17,110	17,623
TA/RA Salaries (# FTE) Benefits @ # %	-	-	-	-	-
Clerical Salaries (0.5 FTE) Benefits @ 31.36%	19,704	20,295	20,904	21,531	22,177
Other Salaries (# FTE) Benefits @ # %	-	-	-	-	-
Financial Aid specific to the program	-	-	-	-	-
Contract Services	5,000	-	-	-	-
Goods and Services	-	-	-	-	-
Travel	2,000	2,060	4,244	4,371	4,502
Equipment	50,000	10,000	15,000	15,450	15,914
Lease or Acquisition (attach form iii.a)	-	-	-	-	-
Other (itemize)					
<i>Marketing, Outreach and Recruitment</i>	10,000	5,000	5,150	5,305	5,464
<i>Professional Development</i>	1,000	2,500	5,000	5,150	5,305
<i>Library Materials</i>	80,000	33,000	47,000	48,410	49,862
<i>Lab Consumables</i>	-	2,000	4,120	4,244	4,371
<i>Office and Teaching Supplies</i>	1,000	5,500	12,000	12,360	12,731
<i>Copying and Printing</i>	2,000	2,500	5,075	5,227	5,384
<i>Postage and Shipping</i>	1,500	1,545	3,136	3,230	3,327
<i>WSU Distance Learning Component</i>	-	26,666	53,333	54,933	56,581
Subtotal Costs	254,519	256,628	412,218	424,585	437,322
Indirect (if applied to the program): 20%	50,904	51,326	82,444	84,917	87,464
Total Costs	\$305,423	\$307,953	\$494,662	\$509,501	\$524,786

South Seattle Community College
Bachelor's of Applied Science in Hospitality Management

Program Revenue					
	Year 1 (Planning/ Recruitment Year)	Year 2	Year 3	Year 4	Year n (full enrollment)
General Fund: State Support					
<i>SBCTC Planning Funds</i>	\$138,600				
<i>SBCTC Startup and Equipment Funds</i>	100,000				
<i>SBCTC FTE Revenue (\$6,300 per student)</i>		138,600	285,516	294,081	302,904
<i>Tuition and Fees (\$4,100 per student)</i>		90,200	185,812	191,386	197,128
Seattle Community College District Special Allocation	30,000	20,000			
Corporate Grants / Donations	37,400	60,000	25,000	25,000	25,000
Internal Reallocation*					
Other Fund Source (specify)					
Total Revenue	\$306,000	\$308,800	\$496,328	\$510,468	\$525,032
*If revenues are projected through internal reallocation please attach an explanation of the impact the reallocation would have on other departments or programs.					

Budget Notes

1. Inflation of costs, tuition and FTE reimbursement is projected at 3% per annum.
2. The budget forecasts enrollment based on the limits suggested by the SBCTC (22 FTES per class, for a total of 44). If additional funding were available, market data and experience of other colleges that have launched similar programs in other regions indicate that demand for the program is sufficient to reach a total enrollment of 100 FTES within three years of operations. For simplification, the budget also ignores the effect of student attrition (estimated to be 10 to 20 percent between the junior and senior years of the program). In practice, the effects of attrition will be made up by additional mid-term enrollments or by overweighting future junior classes. At the time of implementation, actual budgets will project enrollment and attrition more specifically and will eventually be based on actual experience.
3. One-time revenue sources include the initial allocations from the SBCTC of \$138,600 for planning and \$100,000 for startup and equipment. The Seattle Community College District will contribute \$30,000 in program development funds. South's development office, working in concert with the SCCC Foundation, anticipates being able to raise an additional funds in corporate sponsorship contributions and individual gifts for startup expenses. Substantial outreach during the development of the proposals to the SBCTC and HECB (including the creation of a 41-member advisory council, 13 structured interviews with industry leaders, and a student-outcomes workshop with 10 industry CEO's) has laid the foundation for corporate financial support.
4. Recurring revenue sources include FTE allocations of \$6,300 per year from the SBCTC, student tuition revenue at \$4,000 per year, and student lab fees at \$100 per year. Tuition and FTE

allocations are conservatively projected to inflate at 3% a year. Actual experience indicates more rapid growth of these figures.

5. Personnel expenses for instruction include salary and benefits for 1.1 full-time faculty member in the planning, accreditation and curriculum development year (Year 1) and in the first year of operations (Year 2) when only a class of juniors is matriculated. This will be increased to 2.1 in Year 3, supplemented by additional part-time instructors. It is expected that students will complete many of their general education requirements by enrolling in existing courses; the marginal cost of additional students is expected to be \$0.
6. A 25% portion of the time of a faculty librarian is budgeted to facilitate materials selection and acquisition associated with expansion of the library to support the baccalaureate degree.
7. Other personnel expenses include a half-time Internship and Placement Coordinator who will be added to the student services staff to provide support to students enrolled in the program and coordinate internships. Funds are also included for a half-time Administrative Assistant who will report to the program's Dean. Time of the Dean and other administrators is included in indirect costs.
8. The proposed expenses for equipment, technology, and library materials are described in greater detail in the section on infrastructure requirements.
9. The budget includes an allocation for marketing expenses including consulting, advertising and direct mail. Interviews with staff from other successful programs around the country indicate that targeted expenditures for marketing and outreach facilitate full enrollment.
10. In order to keep the budget presentation in the simplest possible form, a variety of expenses are aggregated into a single indirect line item. These expenses will support needs such as facility maintenance and repair, utilities, general student services (beyond that provided by the full-time Internship and Placement Coordinator), administration (including the time allocation for the Dean of the program), certain library staff services, fiscal and purchasing services, and institutional advancement.

EXTERNAL EVALUATION OF PROPOSAL

In an appendix to the proposal, provide copies of the external evaluators' reports or letters to the institution. Summarize the institution's responses and subsequent modifications to the proposal based on evaluators' recommendations. Attach a short bio of the evaluators.

South Seattle Community College's proposal for a Bachelor's of Applied Science in Hospitality Management was evaluated by two external experts: Dr. Carl Riegel, Professor and Chair at Florida Atlantic University and Mr. Thomas Mayburry, Associate Professor at Lewis-Clark State College. Their reports along with information on their qualifications appear on subsequent pages. The qualifications of each evaluator surpass the guidelines specified in the *Washington Higher Education Coordinating Board Program and Facility Approval Policies and Procedures* manual. A summary of our response to each of the evaluations along with a biography of the evaluators is included below.

Summary response to Dr. Riegel's evaluation:

We feel very fortunate to have Dr. Carl Riegel, one of the top authors in the field of hospitality, a true expert, evaluating our proposal. He has national and international experience as well as specific knowledge of the Puget Sound area. He also has recent experience with preparing his department for regional accreditation.

We have reviewed his comments and made appropriate adjustments to our proposal as a result of Dr Riegel's insights and suggestions. In his comments Riegel notes that the program has a well rounded general education component, and includes appropriate hospitality and management courses. He goes on to explain the demand from both the employer and student perspective is likely to be higher than predicted. The concerns and cautions Dr Riegel express are very well described and indicate in-depth analysis of the proposal. We have taken his input seriously and will incorporate it into our plan for the program. The following are our responses to the five areas of concern:

Internship

Internship is one of the areas where Dr. Riegel makes a recommendation with which we agree; we have modified the proposal as a result. Upon completion of the internship, students will be required to complete a paper that addresses the issue of theory to practices. The recommendation that a minimum of 500 hours of the 1,000-hour internship be required for students will be evaluated by the faculty in the program.

Technology

Regarding the technology recommendation we will ensure that students have a broad base of computer application skills including tools such as spreadsheets, presentation software, and other similar applications, so that students have broad and transferable skills that allow them to analyze and communicate data.

Faculty

In terms of faculty we will ensure that the job descriptions include both theoretical background as well as practical experience to ensure a good mix of faculty who can provide students with a solid background in hospitality management.

Accreditation

We think Dr. Riegel's suggestion is very appropriate for our program and have added the Accreditation Commission for Programs in Hospitality Administration to our list of potential accreditations to pursue as a primary focus.

Written Communication

We agree that written communication is a vital part of the students learning and will emphasize writing all the way through the curriculum. In addition we will consider adding technical writing to the AAS-T degrees as a requirement.

Summary response to Mr. Mayburry's evaluation

We also feel very fortunate to have Professor Tom Mayburry as an evaluator. Mr. Mayburry is currently the program director and advisor for the Lewis-Clark State College Hotel/Restaurant Management program. In addition to teaching in the program, he is also a graduate of the program and is currently working on his doctorate degree. The title of his dissertation will be "Aligning Post-Secondary Curriculum with Industry Needs in Hospitality Management." We believe this gives Mr. Mayburry a unique perspective for evaluating our program.

The overall review from Mr. Mayburry was very positive and complementary. He notes that the curriculum is designed to couple quality and rigor and aligns well with industry needs. The recommendations that Mr. Mayburry makes are solid and our responses are as follows:

Distance Learning

Having some live interaction with students is the best possible condition. We will work with our partner WSU to ensure that students receive the on-line instruction that incorporates live interaction in some form.

Foreign Language

Students who so desire will have the opportunity to take a foreign language class as part of their AAS-T degree. We also believe many students will already have a second language and may want to experience other general education course work.

Thomas Mayburry
Program Coordinator/Associate Professor
Hotel/Restaurant Management
Lewis-Clark State College
500 8th Ave.
Lewiston, ID 83501

May 6, 2006

Malcolm Grothe
Dean, Technical Education
South Seattle Community College
6000 16th Avenue SW
Seattle, WA 98106

Dear Dean Grothe,

I have carefully reviewed the proposal for the Bachelor of Applied Science in Hospitality Management to be offered by South Seattle Community College. This letter provides the requested assessment. My overall evaluation of this program is extremely positive. I find the proposed Bachelor of Applied Science (BAS) to be a well-designed program. Based on the research conducted via industry-driven workshops and the letters of support received, the BAS in Hospitality Management will satisfy a strong need in the Seattle area and will be a tremendous asset to the campus, the state of Washington, and the region. Programs such as the proposed BAS degree are much needed and are continuing to increase as a desired means of delivering a bachelor's degree. My overall recommendation is that the program be approved and implemented with due haste.

In this report I will provide my background as requested, and provide analysis of the proposed curriculum design, considered class-delivery methods, proposed student pathways, and anticipated articulation agreements. Finally, I will respond to questions posed by the Higher Education Coordinating Board after their initial review of the program. Embedded within each area of the report, some offered suggestions.

Personal Background

I have been in the position of coordinator for the Hotel/Restaurant Management program at Lewis-Clark State College in Lewiston, Idaho since 2000. I teach, advise, and oversee the AAS, BAS, and the BA/BS degrees. My education background consists of a BAS in Hotel/Restaurant Management from Lewis-Clark State College and a M.Ed. in Education from the University of Idaho. Currently I am pursuing a PhD in Education with an emphasis in Human Resource Development from the University of Idaho. My dissertation title is: "Delphi Study: Aligning Post-Secondary Curriculum with Industry Needs in Hospitality Management". Prior to teaching, I was President of Nobby Inc., a hospitality organization for twenty years. The company operated two restaurants and a catering company during that time.

Proposed Curriculum Design

I support the research and findings offered in the proposal presented to the Higher Education Coordinating Board (HECB) on May 5, 2006. Consideration of the curriculum by local and regional industry guidance, advisory committee recommendations, coupled with academic standards and rigor provides the pertinent outcomes for this degree.

General Education: The combination of 25 credits at the AAS-T level and 35 credits in the Junior and Senior level as proposed is evident in quality BAS programs. Even though the sequence of general education classes will not be offered as in the more traditional class-delivery sequence curricula, I find the proposed distribution requirements for the 60 general education credits to be relatively seamless.

Associate Degree Components: The proposed components for the Applied Associate Degree (AAS-T) in Culinary Arts and Business Information Technology parallel with other BAS degrees currently offered in other post-secondary institutions. The requirement of the ACT Compass Test for placement as well as successful completion of the skills component (English, math, and psychology) lays foundation for student success in the baccalaureate degree level classes.

Baccalaureate Degree Level: The incorporation of the four major areas: technical credits, general education core credits, internship credits, and upper-division coursework will create outcomes of complete student preparation for the industry. Bachelor of Applied Science degrees, by their nature, couple technical knowledge, skills, and abilities (KSAs), with the courses designed to teach students to critically analyze problems, and to manage and lead people. I am particularly impressed with the proposed degree in this area as it will provide that coupling with quality and rigor. The technical outcomes and course descriptions for the 300 and 400 level align well with each other and with current industry needs.

Classes such as Ethical Leadership, Professional Career Development, and the Hospitality Management Capstone will help to put this program on the cutting-edge. The collaboration with Washington State University (WSU) will help maintain the integrity of the baccalaureate degree. I agree strongly with the requirement of 1,000 hours of industry experience for all students, not only as an experiential teaching tool, but as a mechanism for placement following graduation. Also, the commitment by SSCS to hire a half-time internship and placement coordinator shows the desire to ensure that this program remains both student and industry friendly.

In summation, the proposal is clearly articulated and seems highly likely that the curriculum will offer both breadth and depth in instruction areas that respond to the current needs and challenges of the industry.

Class-Delivery Methods:

The ability of SSCC to offer on-site classes during times that will allow students working in the hospitality field is seen as a definite advantage. The fact that SSCC is including specific delivery time within the proposal shows a high degree of student-friendliness. It is refreshing to note that a service-based industry curriculum includes service-based delivery methods. In my experience I have found that many of the classes in our discipline can be delivered electronically. However I would suggest at least some of the distance-learning classes to be hybrid in nature, if possible. An example of this would be a class such as Foodservice Systems and Control. Utilization of WebCT (or other-like platform) and “live” explanation/lecture means via satellite will result in greater student success and decreased student disconnect.

Proposed Student Pathways and Proposed Articulation Agreements:

The development of pathway partnerships with four major school districts, eight community and technical colleges and two state universities will help ensure needed and anticipated student enrollment. Tech-prep agreements with Highline Public Schools and Seattle Public Schools are essential for BAS success. If school counselors are aware of the availability of K-12 articulations for a bachelor's degree in hospitality management, future enrollments will only be enhanced, if not guaranteed.

HECB Questions:

Should all graduates be required to show some level of competency in a language other than English? Second language proficiency in our industry makes one more marketable, depending on their chosen career-path. As stated in the proposal, many of the students that will be enrolled in the BAS program are likely to be bilingual. Their dynamics alone will provide breadth to their colleagues. However, requiring students to show a level of competency in a language other than English would drive the need to reduce other required classes. My recommendation would be to provide an option for students to receive foreign or heritage language classes, as is offered in many traditional baccalaureate programs.

Will the curriculum assess the special needs of small business owners? The proposed curriculum most definitely responds to small business owners' KSA needs. The Entrepreneurship, Legal Issues in Hospitality, Hospitality Marketing, Cost Controls, Human Resource Management, Ethical Leadership, Hospitality Accounting, and Hospitality Management Capstone classes all are pertinent and should be a requirement for small business owners.

Would students who have completed other associate degrees, including academic transfer requirements, be eligible to enroll in the program? As mentioned in the proposal, there are agreements from several higher education institutions that were developed in preparation of the proposal. After final approval of the BAS degree, and with the oversight of faculty and administrators, specific criteria should be developed to respond to academic transfer requirements for students seeking to transfer credits toward the BAS degree in Hospitality Management.

In regard to internship, "...discuss how (internships) would be implemented for students who may be working full-time. Would students who have substantial experience in the industry be able to receive a waiver of this requirement?"

The proposal specifically addresses this question in the "Credit for Prior Learning". The college will accept up to 25% of the degree requirements after assessment via faculty portfolio review and/or allowance of testing out of specific classes with a score of 80% or better. This policy responds to student needs and the requirement of flexibility for this degree.

Conclusion:

I find the proposed Bachelor of Applied Science degree in Hospitality Management to be a well constructed, beneficial program for South Seattle Community College. Further, I find the proposal to be prepared with care and attention paid to all Hospitality Management

academic/industry stakeholders. This unique degree is ideal for SSOC and the industry. The partnerships created during development of the proposal will be beneficial for all program stakeholders. The curriculum aligns well with current industry needs and desires, and will provide the necessary academic classroom rigor. I am very pleased to provide an endorsement without reservation. I predict this degree will be well attended and sought after by students and industry leaders.

Sincerely,

Thomas Mayburry

FACULTY VITAE

NAME: Thomas Mayburry
TITLE: Associate Professor
DIVISION: Business Technology & Services/Business Division
APPOINTMENT DATE: April 2000

I. EDUCATION:

Courses Completed towards a Ph D. degree in Education with an emphasis on Organizational Learning:

ADED 577	Organizational Development
ADED 575	Strategies/Teaching Adults
PTE 507	The Future of Education & Work
PSYCH 550	Training & Performance
ED 588	Intro: Qualitative Research
ADOL 502	Organizational Behavior/Learning Organization
ED 502	Foundations of Quantitative Research
ED 684	Intermediate Quantitative Analysis
ED 686	Advanced Planning /Design Ed Research
ED 687	Advanced Quantitative Analysis
ED 600	Doctoral Research & Thesis (CIP)

Dissertation Title: "Delphi Study: Aligning Post-Secondary Curriculum with Industry Needs in Hospitality Management"

EARNED DEGREES:

M.Ed. Adult Education: Human Resource Development Emphasis, 2001, University of Idaho
Bachelor of Applied Science Hotel/Restaurant Management, 1999, Lewis-Clark State College

II. RELATED WORK EXPERIENCE:

A. Work Experience:

2003 to present Associate Professor, Business Technology and Services Division, Lewis-Clark State College

Job Duties: Instruction of Hotel/Restaurant Management required classes and other business related classes as needed; development of curriculum; program planning, management and operation; professional development; program director and advisor for Hotel/Restaurant Management; committee participation.

2000-2002 Assistant Professor, Office and Business Technology Division, Lewis-Clark State College

Job Duties: Instruction in conjunction with the Hotel/Restaurant Management program.

1999-2000 Adjunct and Temporary Faculty, Office and Business Technology, Lewis-Clark State College

1977-1999 Corporate President, Nobby Inc., dba the Nobby Inn Restaurant and Lounge, Moscow Idaho.

Job Duties: Included all aspects of restaurant management, including personnel, financial and specific responsibilities associated with business ownership.

1994-1995 Owner/Manager, Paradise Steak House, Moscow Idaho

Job Duties: Created and developed new restaurant and on-site catering business. Inclusive of duties were all aspects of restaurant management, including personnel, financial and specific responsibilities associated with business ownership.

III. CLASSES TAUGHT:

Lewis-Clark State College

Foodservice Systems and Control
Hotel/Restaurant Management
Business & Society (Business Ethics)
Consumer Economics
Hospitality Supervision
Hospitality Marketing
Introduction to Hospitality
Organizational Leadership Seminar
Hospitality Law
Food & Beverage Control
Bar & Beverage Management
Business Math
Food & Beverage Service
Sanitation Management
Security Management
Hospitality Operations
Business Law
Front Office Procedures
Introduction to Professional Human Relations
CO-OP/Internships

University of Idaho

Methods for Teaching Professional Technical Education
(Graduate Class)
Developed Hospitality Food & Beverage Service
correspondence curriculum
Developed Hospitality Supervision correspondence
curriculum

IV. SERVICE TO THE INSTITUTION

Program Coordinator for the Hotel/Restaurant Management Program
Advisor, Delta Epsilon Chi student organization

Faculty Senate Representative
Faculty Senate Budget Liaison Committee
Faculty Representative to the SUB Advisory Board
Faculty Representative, Lewis-Clark State College Strategic Planning Committee
Chair and Member "Winter Revels" Faculty & Staff Holiday Celebration
Chair and Co-Chair of the Office & Business Technology Division Leadership Committee
Chair and Member, Standing Promotion Review Committee
Bachelor of Applied Science/Bachelor of Applied Technology Degrees Committee
Professional/Technical Education Week Committee
Hospitality Curriculum Review Committee for secondary schools, State of Idaho
Various Promotion Committees (Chair and member)

V. GRANTS

2002	Workforce Audit Grant Recipient: \$5,000
2000, 2002, 2004, 2005, 2006	Idaho Technology Grant Recipient: \$9,000
2003	Grant Recipient and Administrator, "Hospitality Training Along the Trail", awarded by the Lewis- Clark Bicentennial Governor's Committee: \$47,000

VI. AWARDS

2003	Lewis-Clark State College Alumni Foundation's "Outstanding Faculty of the Year Award"
2004 & 2006	Nominated, "Who's Who Among America's Teachers"

VII. PRESENTATIONS and WORKSHOPS

Developed and Presented, "Leadership Workforce" series for Blount, Inc.
Presenter, "Bringing Great Customer Service to New Populations", for the Association for Career and Technical Education annual convention in San Diego CA, December 7, 2000
Developed 18 hour curriculum for customer service training for Workforce Training of Lewis-Clark State College
Conducted "Train the Trainer" presentations for customer service training for Workforce Training of Lewis-Clark State College
Conducted "Train the Trainer" for Customer Service Training for Natrona County School District in Casper, Wyoming
Presenter "Dealing With Guests Series", Clarkston, Washington Chamber of Commerce
Developed curriculum and presented, "Hospitality Training Series", State of Idaho Correctional Facility
Presenter "Hospitality Training Along the Trail Workshops", Region 2 State of Idaho
Developed curriculum for a 3-hour workshop for Customer Service Training for "Hospitality Training Along the Trail" grant project
Conducted "Train the Trainer" presentations for "Hospitality Training Along the Trail" grant project
Contributing Writer Lewiston Morning Tribune
Consulting and Presentations for various private and public organizations

VIII. CURRENT PROFESSIONAL MEMBERSHIPS

National Restaurant Association
American Hotel Lodging Association
National Association for Career and Technical Education
Idaho Hospitality Association

North Central Idaho Travel Association

IX. COMMUNITY ACTIVITIES

Past President, Moscow, Idaho Chamber of Commerce

Past President, North Idaho Chamber of Commerce

Past Chair/Founding Member, Moscow, Idaho Economic Development Committee

Past Chair, Moscow, Idaho Downtown Parking Committee

Board Member, American Festival Ballet

Board of Directors, National University of Idaho Vandal Boosters

Board of Directors, Habitat for Humanity, Lewiston, Idaho/Clarkston, Washington



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May 9, 2006

Malcolm Grothe
Executive Dean, Technical Education
South Seattle Community College
600 16th Avenue SW
Seattle, Washington 98106

Dear Dean Grothe,

As you requested, I have thoroughly reviewed the proposal for a Bachelor of Applied Science (BAS) degree in Hospitality Management at South Seattle Community College. I have divided this report into 5 sections, the first part establishes my qualifications to review this proposal, the second contains my overall assessment, part three comments on the demand analysis and provides further perspective, the next section deals with the curriculum and the final part discusses concerns and cautions. My assessment of and comments on the proposal are offered below.

Background Information

By way of background information, I think it is appropriate for me to briefly describe my qualifications as a reviewer for this proposal. I have held the position of Professor and Chair of the Department of Industry Studies (DIS) in the College of Business at Florida Atlantic University since 1999. Florida Atlantic University is a state assisted urban university that serves a predominantly place bound student body of approximately 26,000 on seven campuses in Southeast Florida.

DIS was formed to offer educational programs at the undergraduate and graduate level tailored toward the needs of industries that are important to the economy of South Florida. Presently the department offers undergraduate degrees in Real Estate, Health Administration, Hospitality and Tourism Administration as well as programs of study in Business Law, Motion Picture Business Management and Sport Management. At the graduate level, DIS offers a Master of Health Administration and a Master of Music Business Administration degrees as well as MBA concentrations in Sport Management, Environmental Management, Real Estate, Legal Compliance, and Crisis and Emergency Management. In my capacity as chair, my duties include providing administrative oversight to the department, leading new program initiatives, overseeing

assessment activities and overseeing response to accreditation and reaffirmation, to name a but a few.

Recently, the university underwent reaccreditation from its regional accreditation agency, the Southern Association of Colleges and Schools (SACS), in my role as department chair, I was responsible for ensuring that the department was in compliance with various standards that impacted the department including curriculum and faculty credentials. Presently, the College of Business is in the process of self study for reaffirmation of it's accreditation by the Assembly to Advance Collegiate Schools of Business (AACSB) and I am actively involved in ensuring that the department meets the changing standards of that organization. This involves faculty sufficiency and qualifications, the maintenance of faculty qualifications, curricular standards, governance issues and assessment.

Finally, I have been involved in hospitality education for almost 30 years and in an administrative role for the past 19. My experience includes nine years as the Director (1998-1999) of Washington State University's Seattle Center for Hotel and Restaurant Administration. The Seattle Center offered the last two years of a hospitality degree and was initially housed at Seattle University and later at Seattle Central Community College. In fact, I worked for a significant amount of time on attempting to build a seamless articulation agreement between WSU and SCCC. Thus, I am very familiar with the Seattle hospitality industry as well as the Seattle Community Colleges.

I apologize for this lengthy self introduction but I feel it is necessary to establish the unique perspective that I have with regard to the proposed BAS degree.

General Comments

To begin with, I am convinced that there is a critical need for baccalaureate level education in hospitality in the Seattle area. Seattle is a **major** national and international tourist destination. Hospitality businesses, those employed in these businesses and students aspiring to careers in the hospitality industry would reap numerous benefits if a four year hospitality management degree were offered in the area. Employers would be able to draw on a local pool of talent that is qualified for continued advancement in the industry and current hospitality industry employees would be afforded opportunities for advancement and professional development. Similarly, students who are unable or choose not to leave the area to attend a four year institution will be afforded an opportunity to pursue an advanced education in hospitality management. From my personal experience at WSU, I know that there was substantial enrollment(150 plus, at times) in the program and that students had significant opportunities for gaining practical work experience. Many Graduates of the program obtained managerial or professional employment in the Seattle area after graduation. Those who did not, for the most part, accepted positions with firms operating in other geographic areas.

The proposal itself is very well done and covers all of the bases. It reflects knowledge of the industry and the requirements for managerial employment. The demand analysis is

thorough (almost to the point of “overkill”), the objectives are appropriate, the faculty and cost analysis realistic and the curriculum is solid and sensitive to the need for a well rounded general education, advanced learning skills and hospitality and management courses that are appropriate for today’s hospitality industry. The staff that worked on this did a thorough and rigorous job.

The mentoring relationship with Washington State University is a significant benefit. WSU’s hospitality business program is one of the oldest and most highly regarded in the country. Having this relationship will help to ensure that curricula are current and relevant and that faculty have the right mix of academic and experiential credentials among other factors. Also, this partnership will offer further opportunities for collaboration on course development and delivery.

Finally, because of its extensive culinary and hospitality related retail facilities South Seattle Community College would be an ideal site for the proposed BAS in Hospitality Management.

Demand

The proposal compiles demand data from a variety of sources including surveys of both employers and potential students, census data, various industry analyses, and analysis of state and local data. In general these data suggest that there is demand and there will be continued demand for graduates of a baccalaureate level hospitality program in the area for the foreseeable future. However, as the proposal indicates, it is probable to likely that demand will be even higher than predicted. Several factors support this.

1. Based upon both my experience and research in the area of career choice, students rarely pursue education in hospitality without the benefit of having some experience in the field prior to electing a course of study. Thus, a thriving and growing hospitality and tourism community would suggest that there would be a larger pool of potential students than in areas with a smaller and less developed hospitality and tourism industry. Most evidence points to the continued growth and vitality of this industry in the Seattle area and this mean growth in managerial job opportunities. For example:
 - a. As noted in the proposal the Seattle area experienced a high rate of population growth in the past decade and this is rapid growth is expected to continue. This, in turn, will generate increased demand for hospitality services such as restaurants, meeting services and recreational services.
 - b. The Seattle Convention and Visitors Bureau indicates in its 2006 Marketing Plan indicates that six new hotels will open over the next three years and these new properties along with hotel expansions will add 1,500 new hotel rooms to the area’s inventory. This means that at 70% occupancy, the area could experience at least 410,000 new

visitors.(if demand is not dissipated) And, of course, this means the creation of additional hospitality jobs related to rooms management, food and beverage management and in other areas such as meetings and conventions management. This sizeable increase in tourist arrivals will be coupled with what is called a multiplier effect. A multiplier effect occurs when additional tourist arrivals create demand for additional hospitality and retail businesses. This creates more demand for employees at all levels than the additional hotel rooms, by themselves would indicate.

2. The proposal correctly states that, a bachelor's degree is preferred for many entry level management positions in hospitality and there is an even stronger preference that candidates for advancement have such a degree. I would make a stronger statement. While it is still possible, as in many other industries, to obtain entry level managerial employment and, in some cases to advance further, in many major hospitality organizations, a four year degree is a prerequisite for obtaining any type of management employment with advancement opportunities and it is highly unlikely that anyone without a four year degree would be able to fully take advantage of any kind of career ladder.
3. While many hospitality firms hire management staff with degrees in other areas, they do not usually do so unless the prospective employee has substantial experience. And, all other qualifications being equal, there is strong preference for a degree related to hospitality management when it is combined with substantial experience. I surmise that this is because the applicant has demonstrated two things: First, a commitment to a career in the industry as demonstrated by the degree and second, the prospective employee would have industry specific skills gained from both education as well as from practical work experience. This would suggest that BAS graduates would have an employment advantage when compared to bachelor degree holders in other areas.

Curriculum

As mentioned earlier, the curriculum is solid and sensitive to the need for a well balanced need for general education. The required coursework in Composition, Economics, Presentations, College Algebra and Statistics are critical as they will permit faculty to design higher level educational experiences in the technical curriculum and enable students to gain more from this experience. I have learned from my experience that proper academic preparation at the lower division is key to achieving appropriate outcomes in upper division courses.

The hospitality curriculum is also well conceived and is similar to curricula at many leading hospitality programs throughout the country. I am particularly impressed by the inclusion of Entrepreneurship, Service Operations Management, and Ethical Leadership. As many hospitality students aspire to owning their own business, a course in entrepreneurship will provide them with knowledge of the success factors for starting their own business. Also, increasingly, there is a need for managers in hospitality organizations to recognize and capitalize on new business opportunities within their own operations and firms. A course such as this will be useful in helping graduates to capitalize on both entrepreneurial and "intrepreneurial" opportunities. Service operations is an area that many programs overlook but the reality is that the hospitality industry has unique, sophisticated, and evolving operations environment and having knowledge of service operations management is a valuable skill. Finally, the hospitality industry as in other industries is facing more and more calls for accountability and ethical business practices. I am delighted that a course in Ethical Leadership is included in the curriculum.

Concerns and Cautions

As I have previously stated, I am generally very impressed with both the proposal and the opportunities it provides. However, I do have few concerns and words of caution.

1. **Internships**--- I think that you will find that many of the students accepted into the BAS program will already have the required 1,000 hours. While this of benefit to understanding the coursework, additional experience while pursuing studies is of even greater benefit. I would recommend that students entering the program with 1,000 hours of experience or more be required to accumulate at least 500 more hours of experience while in the program. This enables them to synthesize the classroom experience with practice. Additionally, I would recommend requiring that students be required to address the issues of applying theory to practice as well as the knowledge and skills gained in a written paper or report. This paper could be assigned as a condition for satisfactorily completing the internship and could address issues such as:
 - a. skills and knowledge gained through work experience;
 - b. an analysis of management practices at the work site; and/or
 - c. The personal impact of the work experience on the student's career path.
2. **Technology**---I noticed that there are plans for employing PMS systems in the computer lab and most probably using restaurant software such as POS systems as well. This would probably be helpful for many students but it is important to stress that these systems are many, varied and that they are easily learned on the job. Also, they are constantly changing. So, the emphasis should not be on simply learning the systems but rather on learning to interpret management information gleaned from these systems. Further, I do not see any mention of learning standard business software packages and using these to analyze data or to make presentations. I am sure that these are probably introduced elsewhere in the curriculum but, in case they are not, students should know how to analyze data using spreadsheets, make presentations using standard

presentation software such as PowerPoint and use other business software that is commonly employed across all industries.

3. **Faculty----** The proposal mentions using existing faculty with terminal qualifications as well as two new hires with a doctoral degree or a master's degree. Both types of hires would also present current industry experience. I would recommend that at least one of these be terminally qualified. It is important that students have exposure not only to the details of practice as would most likely be delivered by an masters level person with industry experience but also by a person who has a theoretical understanding of some of the constructs and research having to do with management practices in the industry. In other words, it is important that there be a good mix of professionally as well as academically qualified faculty teaching the technical core. Also, it is necessary that all faculty be encouraged to maintain their currency in their field of specialization. For terminally qualified faculty this would generally involve publication and for others this might involve a number of professional development activities. Having said this, the assigned work load should allow for these activities.
4. **Accreditation---** The proposal discusses the possibility of eventually seeking accreditation by the Assembly to Advance Collegiate Schools of Business (AACSB). While this is laudable, it is, in my opinion, not practicable or necessary. A program such as this would be better served by accreditation from Accreditation Commission for Programs in Hospitality Administration (ACPHA). <http://www.acpha-cahm.org/> This is the specialized accrediting agency for hospitality and tourism programs and its standards and evaluation processes are more consistent with the goals and objectives of hospitality programs. Usually, only programs that are part of an AACSB accredited school of business choose to pursue AACSB accreditation and, even then, they are have the opportunity to be accredited by ACPHA. Furthermore, ACPHA accreditation is more widely recognized by the hospitality business and educational community.
5. **Written Communication---** Senior hospitality managers have, for years requested that managers have better written communications skills. Also, in actual practice it is difficult to achieve significant career advancement without them. Two English Composition courses are probably insufficient to help students develop these skills. This is because the exposure is insufficient and because these courses (according to the description) do not address business writing. I would strongly recommend, if it is not already planned, that business writing be stressed throughout the technical curriculum. This would include writing business letters, reports and memoranda.

In summary, I am excited about the prospect of South Seattle offering a BAS degree. I believe that demand for this program will be strong and that there will be exceptional job prospects for its graduates. The curriculum relevant, current and well developed. I have listed a few minor concerns and provided caution in a couple of areas, but on balance I

believe that this is a needed and workable concept. If I can be of further assistance please feel free to contact me.

Sincerely,

Carl Riegel
Professor and Chair

CARL DOUGLASS RIEGEL

CONTACT INFORMATION

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EDUCATION

Doctor of Education - The Center for the Study of Higher Education - The Pennsylvania State University - May 1983

- Major: Higher Education
- Minor of 18 credits Business Administration (Organizational Behavior)

Master of Arts in Management - Webster University, St. Louis, Missouri - March, 1978

Bachelor of Liberal Studies - St. Louis University, St. Louis, Missouri - August 1976

- Major: Social Sciences
 - Minor: Business Administration
-

OTHER EDUCATION

Case Writing and Research Workshop, University of Western Ontario, 1983

Advanced Purchasing Management Course, University of Western Ontario, 1983

Case Teaching Workshop, University of Guelph, 1980

ACADEMIC EMPLOYMENT

Professor and Chair, 1999 – Present (Tenured)

Department of Industry Studies, College of Business, Florida Atlantic University

- Develop and implement strategic planning initiatives that address the needs of South Florida businesses
- Responsible for program management in a multi-disciplinary department that includes Health Administration, Business Law, Sport Management, Hospitality and Tourism Management, Real Estate, Small Business Research, and specialty and corporate MBA programs
- Led new program development in Hospitality and Tourism Management, Arts and Cultural Administration, Motion Picture Business, Graduate Health Administration Specialized MBA Programs and Music Business Administration.
- Direct development and industry-relations initiatives

- Lead assessment and accreditation compliance efforts
- Develop and initiate public relations and promotion efforts
- Pioneered non-credit executive education programs for the College of Business—Now called Executive Education Programs
- Teach a variety of management and hospitality and tourism administration courses on a time available basis.

Professor and Director, 1998 – 1999 (Tenured)

Institute of Travel, Hotel, and Restaurant Administration, Niagara University

- Initiated major curriculum redesign to address current needs of industry
- Led and implemented strategic planning initiatives
- Responsible for enrollment management for 200-student program
- Managed \$500,000 annual budget
- Successfully raised \$140,000 in scholarships from the Statler Foundation (see Grants and Contracts section)
- Led 6 full-time and 4 part-time faculty members
- Directed industry relations and fund-raising initiatives
- Co-authored grant and successfully raised \$1.6 million for facilities improvement

Visiting Darden Eminent Scholar Chair, 1997 - 1998

Hospitality Management Department, College of Business Administration
University of Central Florida

- Served as Scholar-in-Residence
- Taught Service Operations Management and graduate course in multi-unit restaurant management
- Conducted research activities with Darden Restaurants
- Conducted research on relationship between service quality, revenue enhancement, and profitability

Director, Seattle Center for Hotel and Restaurant Administration, 1989 - 1998 (Tenured)

Associate Director, Hotel and Restaurant Administration, 1989 - 1998

Director, Professional Development Programs, 1992 - 1998

Washington State University, College of Business and Economics (Tenured 1991)

- Directed operations at urban branch campus in Seattle which included course offerings in hospitality and real estate and insurance
- Served as Associate Director for a three-campus top-ranked Hotel and Restaurant Administration program
- Developed and marketed management education products and oversaw management development programs in Seattle, Latin America, and Asia
- Generated revenues for and managed a \$300,000-\$500,000 partially self-funding operating budget
- Oversaw development and implementation of a distance education/electronic classroom which permitted courses to be offered simultaneously at all three campuses
- Taught courses in Operations Analysis, Human Resource Management, and Operations Management

Director, Hospitality Management Program, 1986 - 1989

Associate Professor of Management

Bowling Green State University, College of Business Administration

- Founded program and developed curriculum
- Raised funds for scholarship and program operations from both national and regional hospitality firms
- Instituted two student organizations
- Member of the Graduate Faculty in the Department of Management
- Taught courses in Human Resource Management, Business Policy and Strategy, and Introduction to the Hospitality Industry

Associate Professor, 1983 - 1986

University of Guelph, School of Hotel and Food Administration

College of Family and Consumer Sciences

- Taught Purchasing, Operations Management, and Business Policy and Strategy in Canada's leading hospitality program
- Developed a capstone course in Service and Operations Management
- Member of the Graduate Faculty in the Department of Consumer Studies
- Served as the "Year Prof" for the class of 1986, meaning that I acted as the principal advisor and faculty mentor for the cohort entering their second year in 1984 and graduating in 1986

Statler Doctoral Fellow, 1980 - 1983

- Funded by the Pennsylvania State University, Department of Foodservice and Housing Administration and the Statler Foundation

Assistant Professor of Foodservice and Housing Administration, 1978 - 1980

The Pennsylvania State University, Department of Foodservice and Housing Administration

- Taught Advanced Quantity Food Production, Personnel Functions, Introduction to the Hospitality Industry, and Organization and Management
- Advisor for two student professional organizations

Instructor, 1976 - 1978

Jefferson College, Missouri, Department of Hotel and Restaurant Management

- Designed, implemented and taught a two-year Associate degree program in Hotel and Restaurant Management

Part-Time Lecturer, 1976 - 1977

St. Louis Community College at Forest Park, Department of Hotel, Restaurant and Institutional Management

- Taught Hotel Front Office Operations

MANAGEMENT AND EXECUTIVE EDUCATION DEVELOPMENT

Shangri-La Hotels and Resorts, China, Singapore, and Thailand, 1994 - 2000

- Wrote initial proposal for the design and delivery of a Certificate in Business Administration Program for middle-level property managers

- Led teams of four to six instructional staff members who taught finance and managerial accounting, operations management, marketing, and entrepreneurship to over 400 managers
- Developed and supervised distance modules for a six-month distance education program
- Team-taught a three-day seminar in Marketing Leadership for 40 General Managers
- Generated approximately \$750,000 in revenues to support Seattle Center operations

Hospitality & Tourism Management Centre, Singapore, 1995 - 1998

- Initiated and supervised joint venture between Washington State University and local firm to offer a wide range of hospitality educational programs in ASEAN countries

Hospitality Management Development Program, Washington State University, 1991 - 1998

- Developed, marketed and implemented eight-month long, business-focused educational program for unit-level managers in hotels and restaurants in the Puget Sound region
- Program achieved important recognition in the hospitality industry and was often used as a prerequisite for promotions
- Generated approximately \$70,000 per year

Allegro Hotels and Resorts, Dominican Republic, 1994 - 1995

- Designed and taught a three-day program in Applied Finance and Managerial Accounting for corporate executives and General Managers for the largest all-inclusive resort chain in the world
- Designed and arranged for the translation and delivery of a three-day seminar taught in Spanish in Finance and Managerial Accounting for Hotel Controllers
- Developed and taught two half-day seminars in Negotiating To Win-Win and Service as a Product for General Managers

La Programa de Diplomado, Mexico, 1992 - 1995

- Developed curriculum and arranged for the translation and delivery of five hotel management education programs in Mexico
- Directed marketing for entire program which was conducted in Cancun, Monterey, Guadalajara, and Mexico City

Hospitality Managers Development Course, University of Guelph, 1985 - 1992 and 1994

- Developed and taught Managing People for annual week-long, residential management development course for middle-level managers in the hospitality industry
- Taught Finance and Control section in 1989 and 1990

Faculty Member in Organization Behavior, Advanced Management Program for the Hospitality Industry (AMPHI) at the University of Guelph, 1983 - 1985 and 1992

- Developed and taught the Human Resource section for this annual month-long, residential management development oriented toward senior corporate executives in the Canadian and international hospitality industry
- One of the founding faculty members for this first-of-its-kind senior corporate executive education program directed to the Canadian hospitality industry

Part-Time and Continuing Studies, University of Guelph, 1985

- Developed and taught Manpower and Organization Planning for the certificate program in Human Resources Management

The Pennsylvania State University, 1979

- Conducted two week-long workshops for Pennsylvania School Foodservice Personnel

Jefferson College, Department of Adult and Continuing Education, 1976

- Conducted a ten-session, non-credit foodservice operations seminar for local foodservice operators and managers

INDUSTRY EXPERIENCE (Also see consulting)

Host International, St. Louis International Airport

- Retail Food Operations Manager, 1976
 - Responsible for three retail restaurants, 110 hourly employees, and seven management employees in the St. Louis Airport Terminal
- Purchasing Manager, 1975 - 1976
 - Managed the purchasing function for retail and in-flight operations
 - Analyzed menus, costed recipes, and enforced company and airline specifications
 - Supervised two salaried and two hourly personnel
- Food Production Manager, 1974 - 1975
 - Managed Food Production Department in an in-flight commissary and supervised food production for shipment to retail outlets
 - Responsible for four shift supervisors and 37 hourly employees
- Purchasing Agent, 1973 - 1974
 - Purchased food, equipment, and paper supplies for commissary and retail operations
- Food Production Supervisor, 1973
 - Supervised first-line shift employees in in-flight commissary
- Food Service Supervisor, 1972 - 1973
 - Supervised first-line shift employees in coffee shop, fine dining room, and cafeteria operations

Ramada Inn, Clayton, Missouri

Manager 1972

- Managed front office, housekeeping, and food and beverage departments
- Responsible for in-house and company accounting and reporting functions

Ramada Inn, St. Louis, Missouri

Front Office Supervisor, 1966 - 1968

- Supervised front office, night audit, and bell staff in 254 room hotel near St. Louis International Airport
-

MILITARY SERVICE

Sergeant E5, United States Army, 1968 - 1970

- Served in the Republic of Vietnam
- Received Commendation Letter
- Honorable discharge

BOOKS AND CHAPTERS IN BOOKS

Lazer, W., M.B. Dallas and C.D. Riegel, Hospitality and Tourism Marketing, Educational Institute of the American Hotel and Lodging Association, East Lansing Michigan, 2006

Riegel, C.D., The Causes and Consequences of Turnover in the Hospitality Industry (Revised) , in D.G. Rutherford, ed., Hotel Management and Operations, 4th ed., New York, New York: Van Nostrand Reinhold, 2006

Riegel, C.D., The Causes and Consequences of Turnover in the Hospitality Industry, in D.G. Rutherford, ed., Hotel Management and Operations, 3rd ed., New York, New York: Van Nostrand Reinhold, 2001 (This was a major revision of a chapter published in 1994.)

Riegel, C.D., Purchasing: A Key Business Activity for Hospitality Organizations, in D.G. Rutherford, ed., Hotel Management and Operations, 3rd ed., New York, New York: Van Nostrand Reinhold, 2001.

Riegel, C.D. (and M. Dallas), Hospitality & Tourism: Careers in the World's Largest Industry, chapter in The Guide to Hospitality & Tourism Education. John F. Wiley & Sons, 1999.

Riegel, C.D. (and M.B. Dallas), Hospitality and Tourism Careers: A Blueprint for Success, New York, New York: Prentice Hall Publishing Company, 1998.

Riegel, C.D., Careers in Hospitality & Tourism and The Field of Hospitality Education, chapters in The Guide to Hospitality & Tourism Education. John F. Wiley & Sons, Spring 1989, revised, 1991, 1992, 1994, 1995, 1996, and 1997.

Riegel, C.D., Turnover: An Insidious Organizational Disease, in D.G. Rutherford, ed., Hotel Management and Operations, 2nd ed., New York, New York: Van Nostrand Reinhold, 1994.

Riegel, C.D., Purchasing: A Key Business Activity for Hospitality Organizations, in D.G. Rutherford, ed., Hotel Management and Operations, 2nd ed., New York, New York: Van Nostrand Reinhold, 1994.

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Reid, R.D. and C.D. Riegel, Purchasing Practices of Large Foodservice Firms (Monograph), Tempe, Arizona; Center for Advanced Purchasing Studies, National Association of Purchasing Management, 1989.

Riegel, C.D., Clubs & Club Management: An Introduction, in Robert A. Brymer, ed., Introduction to Hotel and Restaurant Management, 5th ed., DuBuque, Iowa: Kendall Hunt, 1987.

Riegel, C.D., Les Vignettes Des Travailleurs, in J.A. Humphrey, M.R. Pearce, D.G. Burgoyne, J.A. Erskine and R.H. Mimick. An Introduction to Business Decision-Making: Text and Cases, 3rd ed., Toronto: Metheun, 1985, pp. 231–239.

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Umbreit W.T. and C. D. Riegel, CHRIE's 50th Anniversary: A Legacy of Vision and Service, The Hospitality and Tourism Educator, 8(2/3), pp. 21-23, August 1996.

Riegel, C.D. and W.T. Umbreit, When the Budget Ax Falls: A Tale of Survival, The Cornell Hotel and Restaurant Administration Quarterly, 36(4), pp. 80–86, August 1995.

Becker, T., D. Randall and C.D. Riegel, A Competitive Evaluation of the Multi-Dimensional View of Commitment and The Theory of Planned Behavior, Journal of Management, Volume 21, pp. 617-638, 1994.

Powers, T.F. and C.D. Riegel, Positioning: Providing Value in Hospitality Education for the 21st Century, The Hospitality Research Journal, 1993.

Riegel, C.D. with C.U. Lambert, Hospitality Research at the Crossroads: An Agenda for Change, The Hospitality Research Journal, 15(1), pp. 1–7, 1991.

Riegel, C.D., Purpose, Perspective and Definition: Toward an Encompassing View of HRI Education, The Hospitality & Tourism Educator, Spring 1990.

Riegel, C.D. and R.D. Reid, Standards in Foodservice Purchasing, The Cornell Hotel and Restaurant Administration Quarterly, February 1990.

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Riegel, C.D. and R.D. Reid, Foodservice Purchasing: Corporate Practices, The Cornell Hotel and Restaurant Administration Quarterly, May 1988.

Riegel, C.D., Ideas for Instruction: Case Teaching, Ohio Hospitality Journal, Volume 1, May 1988.

Riegel, C.D., Doctoral Education for HRI: Defining a Body of Knowledge and a Field of Study, The Cornell Hotel and Restaurant Administration Quarterly, August 1987.

McFillen, J., C.D. Riegel and C.A. Enz, Why Restaurant Managers Quit and How to Keep Them, The Cornell Hotel and Restaurant Administration Quarterly, November 1986.

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Riegel, C.D. and M.N. Hundleby, Teaching HRI Students to Write: A Fresh Approach, The Cornell Hotel and Restaurant Administration Quarterly, August 1985.

Riegel, C.D., Career Commitment and HRI Education: Toward Establishing Efficacy, Hospitality Education and Research Journal, Spring 1985.

Haywood, K.M. and C.D. Riegel, Survey Interview Administration in a Service Setting: The Oktoberfest Experience, The Professional Marketing Research Journal, December 1984.

Riegel, C.D. and K.M. Haywood, Purchasing Attitudes and Behavior in Canadian Foodservice Firms: A Research Note, Hospitality Education and Research Journal, Fall 1984.

Riegel, C.D. and T.F. Powers, Accreditation: A Non-Solution Whose Time Has Come?, Hospitality and Education Research Journal, Fall 1984.

Powers, T.F. and C.D. Riegel, 'R' (for Research) and 'D' (for Doctorate): An Affirmative Definition of Hospitality Education, The Cornell Hotel and Restaurant Administration Quarterly, August 1984.

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Riegel, C.D. and R. Hoenninger, Continuing Education and the Hospitality Industry, Community College Review, August 1978.

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Riegel, C.D. and R.D. Reid, *Ethical Issues in Corporate Foodservice Purchasing: Perceptions and Practices*, 1989 National Purchasing & Materials Management Research Symposium, Tallahassee, Florida, March 1989.

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Reid, R.D. and C.D. Riegel, *Purchasing Policy in Multi-Site Foodservice Organizations: An Exploratory Study*, The National Association of Purchasing Management Research Symposium, Michigan State University, October 1987.

Frisbee, W.R. and C.D. Riegel, *Cross-Sectional Analysis of Canadian Household Restaurant Food Expenditures*, Working Paper No. 85-301 (ISSN 0826-8878) Department of Consumer Studies, University of Guelph. Presented at the 1985 Conference of the Administration Science Association of Canada in Montreal, Quebec and published in Proceedings of ASAC.

Riegel, C.D. and T.F. Powers, *A Rationale and Model for Evaluating Continuing Education: The Experience from Executive Education*, presented at the 1984 Conference of the Council on Hotel, Restaurant and Institutional Education. Published in Conference Proceedings.

Patterson, J.S., C.D. Riegel and T.F. Powers, *What Have You Done for Me Recently? Lessons Learned from Educating Top Management*,

presented at the 1983 Conference of the Council of Hotel, Restaurant and Institutional Education. Published in Conference Proceedings.

OTHER PUBLICATIONS

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Riegel, C.D. with C.U. Lambert, Editorial: Ratings, Rankings and Rancor: A Call for Reason and Objectivity, The Hospitality Research Journal, 19(4), pp. v-vii, 1996.

Riegel, C.D. with C.U. Lambert, Editorial: Information Technology: Marching Into the Post-Market Era, The Hospitality Research Journal, 19(3), pp. vii-ix, 1995.

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Riegel, C.D. with C.U. Lambert, Editorial: School Foodservice: Profit Versus Nutrition?, The Hospitality Research Journal, 18(2), pp. v-vii, 1994.

Riegel, C.D. with C.U. Lambert, Editorial: Professional Education: Balancing Rigor with Relevance, The Hospitality Research Journal, 17(3), pp. v-vi, 1994.

Riegel, C.D. with C.U. Lambert, Editorial: Protection of Human Subjects, The Hospitality Research Journal, 17(2), pp. v-vi, 1994.

Riegel, C.D. with C.U. Lambert, Editorial: On Being Number One, The Hospitality Research Journal, 16(2), pp. v - vii, 1993.

Riegel, C.D. with C.U. Lambert, Editorial: Information Technology: A Critical Force for the 1990's, The Hospitality Research Journal, 15(3), pp. iii - iv, 1992.

Riegel, C.D. with C.U. Lambert, Editorial: Management Development: A New Role for Hospitality Education, The Hospitality Research Journal, 15(2), pp. iv - vi, 1992.

GRANTS AND CONTRACTS

The Institute of Travel, Hotel, and Restaurant Administration, Niagara University, 1998 - 1999

- Wrote a successful \$1.6 million proposal to upgrade classroom, laboratory, and administrative facilities.
- Wrote, received, and administered \$140,000 scholarship grant funded by the Statler Foundation.
- Wrote, received, and administered \$68,000 grant to upgrade dedicated computer lab. Funded by the Statler Foundation
- Administered \$50,000 Executive-in-Residence grant funded by the Statler Foundation.

Northern Marianas College, 1995 - 1996

- Assisted with proposal development and served as team leader to conduct a feasibility study, develop a marketing plan, develop an operations plan, and determine initial architectural and engineering requirements for a \$4,000,000 regional travel and business learning center designed to serve the countries of Micronesia
- Total contract value approximately \$100,000
- Funded by the U.S. Department of Commerce, Economic Development Administration
- Cited for excellence by the Economic Development Administration

Center for Advanced Purchasing Studies, Arizona State University, 1988

- \$7,000 grant, along with R.D. Reid, to research and write Purchasing Practices and Behavior in the Foodservice Industry monograph

OTHER PRESENTATIONS

Riegel, C.D. and M.B. Dallas, *The Hospitality and Tourism Institute: WSU and SCCC Join Forces*, 1998 8th Pacific Northwest Tourism Educators' Conference, Victoria, British Columbia, Canada, May, 1998.

Riegel, C.D. and M.B. Dallas, *The Hospitality and Tourism Institute: Innovation and Cooperation in Seattle*. Annual Conference of the Council on Hotel, Restaurant and Institutional Education, Providence, 1997. Abstract published in Conference Proceedings.

Dallas, M.B. and C.D. Riegel, *Finding a Job*. Washington State Restaurant Association Annual Career Fair, Washington State Convention Center, Seattle, 1997.

Riegel, C.D. and M.B. Dallas, *Finding a Job in the Competitive Hospitality Industry*. Sponsored by Eta Sigma Delta, presented to student attendees at the International Hotel and Motel Show, New York, 1995.

Riegel, C.D. and C.U. Lambert, *Guide to Publishing in the Hospitality Research Journal*. Annual Conference of the Council on Hotel, Restaurant and Institutional Education, Chicago, 1993.

Riegel, C.D. (Panel Member), *Ethical Guidelines for Hospitality Research and Publishing*. Annual Conference of the Council on Hotel, Restaurant and Institutional Education, Chicago, 1993.

Riegel, C.D., *Case Teaching Seminar*. Two-day seminar on how to teach using the case method. Presented as a pre-conference seminar at the Annual Conference of the Council on Hotel, Restaurant and Institutional Education, Toronto, August 1988.

Riegel, C.D., *Case Teaching and Case Writing*, presented to the Ohio Council on Hotel, Restaurant and Institutional Education, March 1987.

Riegel, C.D. *Defining a Field of Doctoral Preparation for HRI Educators*, presented to the Graduate Education Committee of the Council on Hotel, Restaurant and Institutional Education, New York, 1986.

PUBLISHED CASES

Sheraton Westgate

- Focuses on selection decision for a new office manager at a full-service hotel, 1987, with D. Stanton

Michael Delaney

- Deals with problems facing a newly appointed Assistant General Manager (hotel) and his perceived need to set goals and take action, 1987, with D. Stanton

Cara Airline Service: Performance Evaluation

- Deals with decision concerning the design of a new division-wide performance appraisal system, 1986, with D. Stanton

Tim Donuts "B"

- Focuses on queuing problem for a 200+ unit donut chain, 1986, with D. Stanton and J. Patterson

Tim Donuts "A"

- Decision by Vice President of Operations as to how to deal with aberrant behavior by key executive, 1985, with M. Hundleby

Mother's Restaurants Ltd.

- Deals with the organizational placement of the Training Department of a 100 unit, full-service restaurant chain, 1985, with M. Hundleby

Place Ville Marie

- Focuses on alternative turnaround strategies available to the President of Canadian National Hotels, 1984

Les Vignettes Des Travailleurs

- Deals with union-management relations, contract interpretation and negotiation strategy, 1984 (see chapters in books)

Greenwood Hospitality Dietary Department

- Deals with an alcoholic employee. Case Writing Workshop, University of Western Ontario, 1983

Sea Isle Resort

- Small business turnaround case. School of Hotel and Food Administration, 1983 (rev.)

INSTRUCTIONAL MATERIAL

Note on Rooms Pricing, 1994

A Note on Menu Pricing, 1985, with C. Ralston

Staffing Exercise, 1985, with C. Ralston

Menu Pricing Exercise, 1984

Capacity Exercise, 1984

BOOK REVIEWS (PUBLISHED)

Applied Cooking Technology for the Foodservice Operator by John D. Correll and Harold D. Wells, The Journal of Hospitality Education, Winter 1980

Fisher's Laws/The Thinker's Guide to Management Action by William P. Fisher, The Journal of Hospitality Education, Winter 1979

Cooperative Education Workbook by Jack E. Miller, The Journal of Hospitality Education, Summer 1979

PAPER AND BOOK REVIEWS

Academy of Management Review

The Cornell Hotel and Restaurant Administration Quarterly

John F. Wiley & Sons

National Conference of The Council on Hotel, Restaurant and Institutional Education, 1984 and 1985.

PROFESSIONAL LEADERSHIP POSITIONS

International Council on Hotel, Restaurant and Institutional Education (CHRIE)

- Co-Chair of Projects and Research Special Interest Group, 1997 - 2000
- Paper Review Chair for Eta Sigma Delta, 1996 - 2000
- President, Cascadia CHRIE, 1997
- Board of Directors, Member, 1992 - 1993 and 1997
- Executive Editor, Hospitality Research Journal, 1990– 1995, Co-Editor with C. Lambert.
 - This is the second-ranked academic journal in the field of hospitality and tourism
- Board of Directors, Ex-Officio Member, 1990 - 1992 and 1994 - 1995
- President, Pacific CHRIE 1992 – 1993
- Chair, Task Force on Publications, 1989 – 1990
- Chair, Paper Selection Committee, 1987 – 1989
- Founding Chair, Publications Council, 1987 – 1990
- Editor, Ohio Hospitality Journal, 1987 and 1988
- Graduate Education Committee, 1985 - 1986

Hospitality Management Program/Culinary Arts Advisory Boards

- Trocaire College, Buffalo, New York, 1998 - 1999
- Northwest Institute Board of Directors, Olympia, Washington, 1997 - 1998
- Highline Community College, Auburn, Washington, 1996 - 1998
- Shorecrest High School, Shoreline, Washington, 1996 - 1998
- Owens College, Toledo, Ohio, 1987 - 1989

Board of Directors, Northwest Ohio Hotel-Motel Association, 1985 – 1987

Other Professional Leadership

- Associate Editor, Journal of Small Business Management 2004-Present
- Editorial Board, Journal of Human Resources in Hospitality and Tourism 2002-Present

FELLOWSHIPS

Statler Doctoral Fellowship, 1980 - 1983

Graduate Degree Fellowship, National Institute for the Foodservice Industry, 1980

RECOGNITIONS

Recognized as a "1998 Community Leader" by the Niagara Falls Chamber of Commerce, 1999

Listed as seventh most cited author in the hospitality literature, 1998

Finalist for the Salin Public Service Award, Washington State University, 1998

Listed as 19th most published author in the hospitality literature, 1993

Faculty Initiate into Delta Sigma Pi (National Professional Business Fraternity), 1987

CONSULTING

JM Family Enterprises, Deerfield Beach, Florida, 2002

- Redesigned employee satisfaction survey (with M.B. Dallas)

Omni Rosen Hotel, Orlando, Florida, 1998

- Expert witness for copyright infringement claim

Ashley Inns, Lincoln City and Newport, Oregon, 1997

- Owners' representative and Co-Director of Operations
- Wrote policy and procedures manual, human resources manual, and various policies
- Developed budget for two hotels on the Oregon coast
- Increased profitability to allow for sale of properties

ABC Services, Bellevue, Washington, 1996

- Assisted with the development of a bid for contract foodservice at Bastyr University in Seattle, Washington

Valley General Hospital, Monroe, Washington, 1995

- Reviewed business plan and conducted feasibility study for a comprehensive regional conference and retreat center in Leavenworth, Washington

Café La Strada, Anacortes, Washington, 1993

- Restaurant development, concept through opening, of 95 seat, full-service operation

Westin Hotels & Resorts, Seattle, Washington, 1991

- Assisted with the development and delivery of a week-long management development program (Westin Corps) for property executives from national and international properties

City of Cuyahoga Falls, Ohio, 1985

- Authored tax abatement study for 250 room, all-suite Sheraton Hotel

HRB Singer State College, Pennsylvania, 1982

- Co-consultant for cafeteria redesign and business plan

Cassena Inn, Pawleys Island, South Carolina, 1979 - 1981

- Developed business plan, staffing requirements, and accounting procedures for small resort and foodservice facility

COMMUNITY SERVICE

Community Action Partnership, Buffalo, New York, 1998 – 1999

- Part of a task force to promote responsible hospitality practices in Western New York

Instructor for quadriplegic hotel owner, Lincoln City, Oregon, 1997

- Taught six hotel management modules in one-on-one mode to honor student

Common Meals Volunteer (agency which trains homeless to cook and begin a career in the foodservice industry), Seattle, Washington, 1996 - 1997

- Instructor for developmental classes
- Kitchen worker

Black Dollar Days, Seattle, Washington, 1992 - 1997

- Part of a team to assess minority-owned businesses to increase sales and professionalize operating systems
- Acted as mentor for minorities starting their own hospitality-related businesses

**South Seattle Community College
Bachelor's of Applied Science in Hospitality Management**

Children's Hospital Volunteer at Seattle International Raceway (with Seattle Central Community College and the Mayflower Hotel), Seattle, Washington, 1996 and 1997

CARL D. RIEGEL

Professional Summary

Carl D. Riegel is the Chair of and a Professor in the Department of Industry Studies in the College of Business Administration at Florida Atlantic University. In this capacity he oversees a variety of graduate and undergraduate programs including Real Estate, Health Administration, Hospitality and Tourism, Business Law and Government, and Sport Management to name a few. He is also charged with new program development and advises the Dean on executive education initiatives for the College of Business. Prior to this assignment he has held professorial and administrative posts at Niagara University, Washington State University, Bowling Green State University, and the University of Guelph. Additionally, in 1997 he was appointed Visiting Darden Eminent Scholar in the College of Business Administration at the University of Central Florida. Riegel has taught at the graduate and undergraduate levels, and has developed and taught courses in service operations management, operations analysis, and strategy and policy as they apply to the hospitality and tourism industry. In addition, he developed the entire hospitality management curriculum at both Bowling Green State University and Jefferson Community College.

An authority on management development and executive education in the hospitality industry, Riegel has developed ten executive education programs in the United States, Canada, Latin America, and Asia.

RESEARCH AND GRANTS

Riegel has an extensive publication record including over 40 articles in refereed journals and proceedings. Additionally, he is the author or co-author of 14 books or chapters in books, ten reviewed cases, and numerous other trade articles and editorials. In 2002, Riegel was listed as the 25th most-published author in the major hospitality and tourism journals and a 1998 study listed him as the 7th most-cited author in the field.

Dr. Riegel has also conducted extensive research on the international front. He worked with the Northern Marianas College under a U.S. Department of Commerce grant to ascertain the economic impact and potential of tourism in Micronesia and to determine the appropriate training programs necessary for economic development in this vast geographical area. Additionally, he has worked with destinations in Latin America, the Peoples Republic of China, Thailand, and Singapore to determine their educational and training needs and has developed programs to fit these needs. With respect to grants, Riegel has written and received grants totaling over \$1.7 million.

SERVICE

Carl Riegel has been actively involved in institutional, professional, and community service over the span of his career. In addition to serving on numerous university, college, and department-level committees throughout the years, he has served on advisory boards for 5 community colleges, and has held international, national, and regional leadership roles in the primary professional organization for hospitality and tourism educators since 1985. He has been the President of two regional chapters of this organization and has served on the Board of Directors twice. Most importantly, he held the post of Executive Editor of the *Journal of Hospitality and Tourism Research* from 1990 through 1995. Riegel presently serves as an associate editor for the *Journal of Small Business Management*.



School of Hospitality Business Management
Swiss Center for Hospitality Business Management

December 9, 2005

Dr. Jill Wakefield
President
South Seattle Community College
6000 16th Avenue SW
Seattle, WA 98106

Dear Jill:

I am writing this note to express support from the School of Hospitality Business Management at Washington State University for South Seattle Community College's proposed Bachelor of Applied Science in Hospitality Management degree.

The School of Hospitality Business Management, part of the University's College of Business and Economics, focuses on management operations in the hospitality field, lodging, tourism, and food and beverage businesses. Students in this business option are taught theoretical and applied methods, interpersonal skills, leadership aptitude, and teamwork strategies. WSU's hospitality school is consistently ranked among the top 5% in the U.S.

A degree in hospitality business management can lead to roles in managing top restaurants, hotel departments, convention centers, sports facilities, entertainment services, and vacation centers. Other potential hospitality careers for graduates include purchasing, publicity, hiring and training employees, organizing catering, and forecasting facility profits. Students could also become entrepreneurs and operate their own franchise eatery or hotel.

Many well-experienced graduates who become top executives or business owners earn six-digit incomes. An average starting salary during the brief training period just out of college might be around \$34,000, increasing to \$35,000–44,000 after completing training. Starting salaries are highest in the Midwest and on the East Coast and slightly lower in the Rocky Mountain and Northwest states.

WSU recognizes that there is a demand for a similar hospitality management program in the Seattle Area that offers a bachelor's degree option to students with a technical associate's degree and that is prepared to serve students who are unable to travel regionally or nationally to pursue higher education. South Seattle Community College is a logical choice to provide this training. We would not view such a program as a competitor to our own.

Jill, we have met with you and the other the administrators at South Seattle Community College, and have agreed that WSU will serve as a partner to assist you in developing and providing your proposed program. The roles we could play could include:

- Assistance with curriculum development
- Provision of selected WSU upper level hospitality courses to students at South through distance learning

PO Box 644742, Pullman, WA 99164-4742
509-335-5766 • Fax: 509-335-3857

Jill Wakefield
December 9, 2005
Page 2

- Ongoing consultation and advice during the planning, inception and delivery of the program
- Assistance with the accreditation process
- Assistance with industry relationships
- Service on your advisory committee

I understand that you will be applying to the State Board of Community and Technical Colleges and to the Higher Education Coordinating Board for approval. I encourage the board to act favorably on your application.

Please let me assure you that this project has my strongest endorsement. And as the program moves forward, the Hospitality Business Management program at Washington State University will work closely with the college to help make it successful.

Sincerely,



Terry Umbreit, Ph.D.
Taco Bell Distinguished Professor in Hospitality Business Management
Director, School of Hospitality Business Management

South Seattle Community College
Bachelor's of Applied Science in Hospitality Management

01-23-06 09:28am From: UW EDUCATIONAL PARTNERSHIPS

206-221-2658

T-653 P.02

F-825



UNIVERSITY OF WASHINGTON

OFFICE OF THE PRESIDENT

January 17, 2006

Mark A. Emmert, President

Dr. Jill Wakefield
President
South Seattle Community College
6000 16th Avenue SW
Seattle, WA 98106

Dear Jill,

On behalf of the University of Washington, I am very pleased to express our support for South Seattle Community College's proposed development of Bachelor's of Applied Science in Hospitality Management degree.

The citizens of Washington have a wide range of educational needs that call on all colleges and universities to provide variety of academic offerings. In this regard, I am pleased that the community colleges will soon begin offering new technical bachelor's degrees that will enable place-bound students and students who have accumulated college credits in technical or vocational disciplines to advance readily to four-year degrees.

South Seattle Community College's proposal to offer a Bachelor's of Applied Science in Hospitality makes particular sense. The College is known for its expertise in many related fields, including culinary arts, and is noted for its ability to form industry partnerships. In addition, the diversity of the student body at South Seattle Community College will enable it to create economic opportunity for members of underserved communities.

I understand that you will be applying to the State Board of Community and Technical Colleges and to the Higher Education Coordinating Board for approval. I encourage the Board to act favorably on your application.

This project has my strongest endorsement. And as the program moves forward, the University of Washington's Partnership Office will work closely with the College to help make it successful.

Sincerely yours,

Mark A. Emmert
President

bc: Provost Phyllis Wise
✓ Vice Provost Louis Fox
cc: Chris Goodheart
MAE:LF:JLM:msa

301 Gerberding Hall • Box 351230 • Seattle, Washington 98195-1230 • 206-543-5010 • FAX: 206-616-1784

EVERGREEN **Master in Teaching**

THE EVERGREEN STATE COLLEGE

Dr. Jill Wakefield
President, South Seattle Community College
6000 16th AVE
Seattle WA 98106

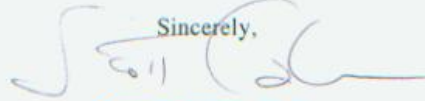
December 15, 2005

Dear Dr. Wakefield,

I am writing in support of your efforts to pilot a Bachelor's of Applied Science Program in Hospitality Management that will help meet the needs of your students, your community and your local employers. During my recent discussion with Dean Malcolm Grothe, I became aware of his interest and expertise in the area of Community and Technical College bachelor degree programs – as they are currently being considered in Washington and piloted in other states. Based on my conversation with Dean Grothe and a discussion with my colleague in Admissions, Eddie Maiava who has worked closely with staff and faculty at Seattle Community College, I believe that your campus will be an excellent place for our state to pilot a CTC Applied Bachelor's degree program.

Dean Grothe and I talked specifically about whether a student completing a Bachelor's of Applied Science degree from South Seattle Community College would be able to do graduate work in the Master in Teaching Program at The Evergreen State College. Given the requirement that your bachelor's program must be accredited by the Northwest Commission on Colleges and Universities, and without considering the qualifications of these potential students in relation to our specific admissions requirements, your students would be on an equal footing with other students applying from other institutions. Although it is unlikely that a student completing a BAS in Hospitality Management from any institution would have met most of the program entry prerequisites for a Master's degree level teacher preparation program in Washington State, at this point in time a BAS degree approved by the Northwest Commission on Colleges and Universities would meet the bachelor's degree requirement for entrance to our Master's degree program.

Sincerely,



Scott Coleman, Ph.D.
Director, Master in Teaching Program
Colemans@evergreen.edu 360-867-6130

Master in Teaching Program
(360) 867-6707 • graduatestudies@evergreen.edu
Lab I Room 3019 The Evergreen State College
Olympia, WA 98505
<http://www.evergreen.edu/mit>